# RECREATION

- November 1937 -

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New Toys From Old

The Barn Dance Returns!

Socializing a Social Game

By Alice Allene Selton

The Children's Recreation School

By Heber Newson

The Future of Municipal Recreation

Volume XXXI, No. 8

Price 25 Cents

# RECREATION

Published by and in the interests of the National Recreation Association formerly named Playground and Recreation Association of America

#### Published monthly

at

# 315 Fourth Avenue, New York, N. Y. Subscription \$2.00 per year

RECREATION is on file in public libraries and is indexed in the Readers' Guide

#### Table of Contents

	PAGE
New Toys from Old	459
Preparing for Christmas Celebrations	462
Dancing the Christmas Story	464
The Children's Recreation School, by Heber Newsom	465
Pin-Hole Camera Clubs, by John E. MacWherter	468
The Lighted Schoolhouse, by Stanley Rough	469
The Barn Dance Returns!	471
Hiking in Chicago, by John Sheridan	477
Socializing a Social Game, by Alice Allene Sefton	479
The Future of Municipal Recreation, by James V. Mulholland	482
A Singing State—Iowa!	484
Summer Honor Reading, by Lillian S. Graham	486
Some Sports and Their Development, by Agatha Varela	487
A Plan for a Chamber Music Society, by A. D. Zanzig	490
A New Community Center for Negro Citizens, by Harry K. Parker	494
"Don't Double Your Show!" by Ralph E. Hensley	495
A Small Community Achieves Its Goal! by Ethel Burns Breed	497
You Asked for It!	498
World at Play	499
Felix M. Warburg	507
Magazines and Pamphlets	507
New Publications in the Leisure Time Field	511

Entered as second-class matter June 12, 1929, at the Post Office at New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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### Freedom

THE RECREATION MOVEMENT stands for the "flowering of personality," letting—helping each person to express the full beauty of his gifts such as they may be. We do not want a world of men all alike. In every group we want a "minority," even if it be a minority of one—whose rights are respected.

We live in a world of mass production by machinery. Every Ford car in a given class is exactly alike even if there be several million. Every human being, every child at the recreation center is different, is individual, and it is our desire to develop the difference, the individuality.

Mass activities—swimming, skating, dancing may be so planned as to leave each person free to be himself, to develop himself to keep himself different, alive; or they may be used as a means of control, of regimentation, of trying to make each person like everyone else—the creation of a horrible world of uniformity.

Respect for personality should be a foundation stone for recreation workers. A reasoned faith in human beings is essential. Control of the many by the few is even worse in recreation than in other parts of life. It is in recreation that democracy should have full expression.

Free choice of what one will do in one's own free time is essential. Exposure to all that is called best by the wisest—yes. But the recreation worker should lean over backward in trying not to make those who come under his leadership over into his own pattern. Let persons because they are persons make themselves over—if they care to be made over. Keep always the ideal of letting each person decide for himself the activities that have life-giving power for him. Fortunately men are so built that they have considerable power in resisting external compulsion in their free time.

Freedom is a watchword of recreation—freedom for each individual to grow, freedom under discipline; and freedom under a cooperative plan to give freedom to others as well as to oneself.

Recreation is a sorry thing when it becomes a tool for changing men according to ideals which they themselves have neither chosen nor accepted.

HOWARD BRAUCHER.

# When Christmas Comes!



Photo by H. Armstrong Roberts

# New Toys From Old

ECAUSE Santa Claus of late has been overlooking some children (and good ones, too) recreation commissions and other agencies in an increasing number of cities are helping him out in an annual toy-gathering, toy-

mending and toy-distributing campaign just before Christmas. A description of the ways in which these volunteer "Santa Clauses" work in several communities will be helpful to those groups who want to see that every child has something in his stocking on Christmas morning.

#### Washington Is "Toy-Minded"!

They say that too many cooks spoil the broth, but numbers of cooks contributed to the Playground Santa Claus Shop in Washington, D. C., last year, each mixing in his own special ingredient to make a perfect dish.

At the outset the Department of Playgrounds, of which Sibyl Baker is Director, and the Congress of Parents and Teachers were designated by the Council of Social Agencies to collect, repair and distribute toys to needy children. The gifts were to be distributed through requisitions from the Central Christmas Committee.

The H. L. Rust Company lent a building to

house the toy shop, which was supervised by the playground engineer and his assistant. The Washington Herald installed four telephones and arranged for gas and electric service. Fortyfour fire stations acted as receiving stations for donations of toys, staple foods

Sleighs and reindeer give way to of modern Santa Clauses everywhere take over the joyful task

trucks and motors, as thousands of scattering Christmas cheer!

and clothing. At many of the stations firemen mended and painted the toys before delivering them to the Santa Claus Shop. The toys were delivered to the Shop from the firehouses in trucks, and the Premier Taxi Company

visited over 1,224 homes in a toy-collecting campaign. In order to assure the sanitary condition of the toys, the Arcade Sunshine Laundry disinfected and cleaned over 200 cloth dolls and animals.

The toys collected from homes and from the firehouses were not the only sources of gifts. Various individuals and companies contributed money and toys; children from one school sent 21 dolls and 191 other toys, while another school donated 100 dogs and 100 dolls. Girls on the District playgrounds dressed 250 dolls for the Toy Shop. At the peak of the work of repairing dolls, a group of WPA seamstresses spent two weeks dressing dolls, and two generous volunteers each dressed fifteen dolls in exquisitely made clothes. Fifteen men from the WPA sorted, repaired, painted and shipped toys.

Through the toy matinee conducted on December 12th at Loew's Capital Theater with the cooperation of the Washington Post, the Playground Santa Claus Shop received approximately

2,500 toys, dolls and gifts. The People's Drug Store put boxes for donation in their stores and the Terminal Taxi Cab Company collected them and brought them in. The drug company also sent in 105 broken dolls out of which the repair crew made 50 good dolls.



Courtesy Pasadena Department of Recreation

The Midnight Treasure Hunt, conducted by the Washington Herald Globe Trotter, in cooperation with Station WOL and RKO Keith's Theater, furnished a great deal of fun to participants and produced approximately 300 toys, 700 articles of staple foods, 300 cakes of soap and much used clothing.

To supplement the donations of the city, the Playground Santa Claus Fund received donations amounting to \$1,800 from the Washington Herald, \$410 from the Washington Post and \$39 from other groups. These funds were expended for clothing and gifts for boys and girls over twelve. Dolls also had to be purchased as donations alone do not fill the city's needs.

All requisitions for toys, either to families or to agencies, were cleared through the Christmas Registration Bureau of the Council of Social Agencies. The Council forwarded requisitions for toys for 2,229 children to the Toy Shop, the toys to be distributed through hospitals, recreation centers and various other agencies. Other persons and agencies submitted names to the Shop, including directors of playgrounds and recreation centers. A number of generous people asked to be allowed to carry Christmas to some individual family and many volunteers helped in the work. The playground staff also gave all its free time during the month of December in carrying out the program.

To distribute the gifts required the services of a fleet of trucks and volunteer cars working from December 15 until late on Christmas Eve, but when Christmas Day came, the Playground Santa Claus Shop was able to say that nearly 2,600 families representing 8,150 children had been served with suitable gifts and a Christmas greeting and every request referred to it had been met.

#### "Putter Shops"

Outstanding among experiments in inter-agency events are the "Putter Shops" initiated in Seattle by the Camp Fire Girls, but enlisting also the joint efforts of Boy Scouts, Girl Scouts and Girl Reserves. While built around Christmas, many aspects of this project could be adapted to any season.

The shops were based on the Christmas-giving theory that the only truly considerate manner of spreading Christmas cheer is that which spreads the means by which needy families may plan and make their own cheer. Six neighborhood

shops were set up. Working materials were solicited from industries, stores and homes, the Relief Administration provided instructors, and the Community Fund sent out 15,000 notices inviting families to come to the nearest shop to make use of its facilities and materials in making Christmas gifts for their families. Tools were borrowed, rented or brought by the families that used the shops. Schools and civic clubs lent their aid where needed, and cooperation with the Family Welfare Society was fundamental.

Fathers and big brothers made bookshelves, sewing cabinets, children's desks and doll houses. Mothers made gingham dogs and cats, special articles of clothing and new outfits for their little girls' old but mended dolls. Everybody, including the children, made toys. Boys and girls enrolled in the agencies were used for a variety of tasks in organizing and operating the shops, which were managed by group leaders under a joint committee. The crafts and vocation training of the Boy and Girl Scouts, Camp Fire Girls and Girl Reserves was used effectively to interpret their program of community service. Boy Scouts with merit badges in printing printed the invitations; others, working for their merit badge in photography photographed them at work, making excellent photographs for news pictures. Girls taught other girls at the "Putter Shops" to crochet or knit simple gifts for Christmas, or demonstrated the making of inexpensive candy or cookies. Boy Scouts repairing and rebinding books would make a good exhibit at any season.

#### Collecting Toys for a County

Each year in Westchester County, New York, hundreds of boys and girls, through the Recreation Commission, contribute Yuletide gifts to their less fortunate neighbors. Since early summer discarded playthings have been piling up in the workshop where they are to be repaired, for boys and girls are urged to make a thorough search of their attics and playrooms. All manner of toys, large or small, but especially dolls and wheel toys, are welcomed in no matter what state of disintegration they may be. Amateur carpenters and seamstresses, supervised by skilled workers, will have so transformed the old playthings as to make them look and work like new.

The project whereby children in institutions and boarding homes are made happy each Christmas is conducted jointly by three agencies: the Westchester County Recreation Commission which collects and reconstructs the old toys; the Westchester Children's Association which provides necessary materials and other assistance, and the County's Department of Child Welfare which takes care of the distribution. Local recreation commissions conduct similar projects in a number of county communities.

When Christmas Eve comes around a corps of trucks and private automobiles will carry about 3,500 presents to the county's underprivileged children.

#### A "Mile of Dimes"

The Public Recreation Commission of Cincinnati, Ohio, raised about \$3,500 for Christmas toys for children in relief families with a "Mile of Dimes" campaign. A portion of downtown Government Square was set aside for the purpose and everyone passing was asked to add a dime to make the mile. A mile equalled \$3,000, so the goal was more than reached. Approximately 20,000 children were provided with toys, about 15,000 of which were received from the Board of Education, the toys being made by children in the upper grades and high schools in the manual training and domestic science classes. "It was a real thrill to us," writes a staff member of the Commission, "to help distribute some of the toys and see the joy of the children when they received the beautiful dolls, wagons, kiddie cars and other toys which were to be theirs. Some of them had never before had a toy.".

#### A Community Toy Stack

The distribution of toys in Palo Alto, California, was carried on under the name, "The Times-Community Toy Stack." School nurses, doctors, the Red Cross, the East Palo Alto Relief Association, the Menlo Park Red Cross, ministers, and neighbors were responsible for the list of families. The Toy Stack had the packages delivered to the homes as they came from the store, each package marked with a child's name. Practically all the work was voluntary, money given being used for materials for repairing and for gifts suitable for older children. Many toys were put in repair by the firemen of Palo Alto and Menlo Park.

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#### Hundreds of Thousands of Toys!

A trip around the country with the WPA last year would have shown hundreds of workshops rivaling that of Santa himself. Altogether 30,000 workers and 725,000 toys were involved throughout the nation. Let us look into one of the states to see what was done.

California had a machine shop to make parts for mechanical toys which were broken. WPA trucks collected broken toys from tops to tricycles, which, when mended, were like new. A professional costume designer planned native European costumes for some of the dolls.

In the District of Columbia, WPA workers assisted the Department of Playgrounds in re-

pairing toys for Christmas.

In Indiana, sewing projects employed 120 persons in making soft toys. On sixty-two recreation projects workers made toys of wood, metal and rubber. Merchants donated boxes, paint and upholstering material to make toy furniture. Women workers stayed after hours and cut patterns to make toys at home for their own children.

One hundred and one workers in Minnesota made and repaired a total of 16,600 dolls and toys for Christmas. Expert doll repair work was carried on in a project at St. Paul. The project even boasted a curling iron which was used to transform straggly hair into delicate curls. More than 1,000 sleds were donated to the toy mending project.

The toys made and mended by approximately 900 workers in Mississippi were distributed from Community Christmas trees planned by the Federal Music Project and the Recreation Division. Parents helped in selecting suitable toys for their children.

In Texas more than 100 men and women, most of them past 50 years of age or physically handicapped, were given temporary employment on toy projects.

Wisconsin specialized in educational toys and dolls.

In an article in the December 1936 issue of the Kiwanis Magasine, Dr. Irving E. Miller suggests the principles involved in selecting toys for little children. They should be gay—"the bright and rapidly moving things that delight the eye; the noise-making things, however crude, that excite the ear; the host of simple things that provide abundant opportunities for touch and muscle sense." Playthings must involve activity—activity in which the child participates, in which he gets the joy of being a cause, and experiences the power of control.

# Preparing for Christmas Celebrations

will play its part in the Christmas celebrations to be held in large cities and small hamlets throughout America. Many civic groups and city officials are looking for material to help them in preparing for Christmas observances which may be elaborate or very simple. Here are some sources of information which may be helpful for community groups.

#### Christmas Plays, Pageants and Festivals

The Boy Who Found the King by Marguerite Kreger Phillips. A Christmas play in three episodes, adapted from the story of the same name by Raymond McDonald Alden. 10 men, 5 women, extras. A play that exemplifies humility. A beautiful story which has been converted into a striking play. Samuel French, 35¢. Royalty \$5.00.

Christmas and the New Year by Nina B. Lamkin. A book of usable program material for these two holiday celebrations, including a brief historical background of Christmas and the New Year, also the dramatization "Christmas Through the Ages," a program in which the holiday customs of six different countries are dramatized and the carols of these lands are sung. Samuel French. 50¢.

The Christmas Caravan by Edith Wathen. An interesting festival which will meet the needs of those looking for a holiday production introducing music, songs and dances, calling for large groups of children of different ages. The story centers around an elderly man who travels around the world with his puppet children in a gaily painted cart. The Christmas Crêche is the culmination of his puppet master's art. The author has included notes on the various phases of production—costumes, properties, music and the like. Walter H. Baker Co. 356.

Christmas Pageants, including (1) "The Old, Old Story" arranged in a series of shadow tableaux which are presented to the accompaniment of appropriate Christmas music and the reading of Bible verse. This pageant has great possibilities and is suitable for presentation by adults and young people. (2) "A Christmas Pageant," in which the narrative

Music and lighting play important parts. May be given by children of all ages. (3) "A Christmas Carol Comes to Life," an easy pageant for children to give. (4) "A Christmas Ballad" to be acted in pantomime by young children. Service Bureau, Woman's Home Companion. 15¢.

The Lighting of the Christmas Tree adapted from a story of Selma Lagerlof by Josephine Palmer and Annie L. Thorp. 3 men, 2 women, 2 small boys. A beautiful legendary play. For experienced players. Samuel French. 35¢. Royalty \$5.00.

The Little Princess Who Traveled Far to Worship the King

by Dorothy R. Schenck. A nativity play in one scene. 6 men, 2 women, unseen chorus. Womans Press. 35¢.

No Room at the Inn by Esther E. Olson. A one-act drama. 2 men, 1 woman, 1 child. The story of a child's handmade crooked-mouthed lamp which lights the way for the Christ Child in the lowly manger of Bethlehem. Walter H. Baker Co. 35¢.

On Christmas Eve by Constance D'Arcy Mackay. A short fantasy in one act for young people. 11 characters. On Christmas Eve a lonely child is visited by story-book people. Samuel French. 30¢. Royalty \$2.00.

A Painting for the Duchess by Marion Holbrook. A Christmas play in one act. 5 men, 5 women and 6 children. Basil, a young artist, who is asked by his patroness, the Duchess, to paint a picture of the Madonna, neglects his assignment. When she calls and finds nothing but a blank canvas Basil is saved from ruin by a miracle. Dramatic Publishing Co. 35%.

Santa Claus' Busy Day by Z. Hartman. A play in one act. 13 boys, 11 girls. The toy makers who go on strike a few days before Christmas are persuaded to go back to work in time to get the toys ready for distribution. Fitzgerald Publishing Corp. 25¢.

The Star Gleams by Florence Lewis Speare. There are often inquiries for Christmas programs calling for large casts of characters and few rehearsals, which are simple, dignified and moving in nature. Here is a pageant which meets many of these qualifications. The old story is told entirely in pantomime, with singing by choristers and the audience. The scene is laid before the doors of a church or some other suitable building. Complete notes for production have been included. Samuel French. 35¢.

Three Christmas Pageants of Other Lands by Helen P. Curtis and Jeanne H. Curtis. A collection of three children's pageants based on typical Christmas customs of France, Italy and England, presented in outline form, and depending entirely upon pantomime and music to carry the narrative. Adaptable for simple or elaborate production. Music suggestions included. Woman's Home Companion. 15¢.

Three Christmas Wishes by Caroline De F. Penneman. Suggestions for a community Christmas program. 7 main characters, 3 of whom are children, and extras. A little girl makes a selfish wish, but the Christmas fairies come to her in a dream—a most unusual dream of dancing and other surprises. It dispels the selfish wish. Womans Press. 35¢.

The Wandering Artisan by W. Marlin Butts. A simple play in two short scenes. 4 men, 2 of whom are boys around fifteen years of age. The story is based upon the legend of the Christmas Child who visits one who is worthy to receive Him on the night before Christmas. Offers great possibilities for special, yet simple, lighting effects. W. Marlin Butts. 35¢ single copy, \$1.00 four copies. Production rights granted with purchase of four copies.

What, No Santa Suit! by Mary Cunningham. A short one-act comedy. 3 men, 3 women. When Henry finds that he is unable to rent a Santa suit he im-

"Like that first great Christmas carol sung amid the stars above the plain of Judaea, some of its sweetest echoes on earth have sung in the open air,' so writes Harold Vincent Milligan. Strolling bands of minstrels and troups of little children going from door to door, in the streets and highways of Old England, scattered these songs throughout the land, and from the high tide of their popularity in the days of Richard Coeur de Lion till the Reformation, down to the present day, songs and singers have voiced the joy of the holiday season."—
Alfred C. Hottes in 1001 Christmas Facts and Fancies.

provises one. His expedients are desperate and funny. Dramatic Publishing Co. 35¢.

The Woodcutter's Christmas by Linwood Taft. 2 adults, 5 children. A play in 3 short acts, centering around a woodcutter's family at holiday time. A strange child is found in the woods and accepted by the family. On Christmas morning the child mysteriously disappears, and in just as mysterious a manner the woodcut-ter's children find the gifts they wanted most. Eldridge Entertainment House. 25¢.

The Woolly Lamb of God by F. Fraser Bond, A play in one act. 14 men, 2 women, a boy of 6 or 7 and a little girl. A well-written play treating the nativity story in a new and interesting way. The story centers around the small son of a Shepherd who goes with his father to adore the Christ Child and gives Him his own toy lamb. Samuel French. 35¢. Royalty \$5.00.

Yuletide in Other Lands and the Hanging of the Greens. Two ceremonies for Christmas time. The first is a series of tableaux bringing in customs of many countries, with carols and hymns in which the audience may join. The second is a ceremony to use when the Christmas greens are hung. Womans Press, 20¢.

Yuletide Wakes, Yuletide Breaks by Dorothy Gladys Spicer. A Christmas revel centering around episodes in which eleven nationalities are represented. The author includes full directions for production. May be as includes full directions for production. Melaborate as one desires. Womans Press. 35¢.

#### Source Material for Original Pageants and Programs

Christmas, a holiday rich in stories and legends, celebrated by every country in its own way, offers great possibilities for the writing of original pageants and festivals based on these interesting and traditional themes. A few references for such source material are noted.

Carols, Customs and Costumes Around the World compiled by Herbert H. Wernecke. A collection of 32 carols of 21 peoples, with music. In addition information has been included on the Christmas customs of these people together with a number of pictures and descriptions of several native costumes. Old Orchard Book Shoppe. 50¢.

Old World Christmas Customs compiled by Marian Schibsby, A 13-page mimeographed bulletin offering fairly detailed and interestingly written information about the holiday customs and rites of people of Czechoslovakia, Germany, Hungary, Italy, Lithuania, Mexico, Poland, Russia, Syria, Ukrania, Yugoslavia and the Scandinavian countries. Also includes traditional holiday greetings in each language. This bulletin would be of considerable help to anyone preparing a Christmas program or pageant centering around any of the countries noted. Foreign Language Information Service. 25¢.

1001 Christmas Facts and Fancies by Alfred Carl Hottes. A comprehensive book on the subject of Christmas offering a wealth of authoritative material for pageants and holiday entertainments. Includes in its contents chapters devoted to the Story of Christmas, Personalities of Christmas, the Christmas Tree, Christmas Tree Legends, Other Legends of Christmas, Christmas Around the World, as well as many other chapters. A. T. De La Mare Co., Inc. \$2.50.

The Story of Christmas by R. J. Campbell, D.D. A book presenting the Christmas story in both its ancient and modern settings. The author has included information about old Christmas customs, the origin of the Christmas tree, and holiday stories, carols (words) and verse. Macmillan Co. \$3.00.

#### Christmas Carols

A few suggestions are offered regarding Christmas carol collections which may provide helpful music material to be used in connection with pageants or festivals based on the holiday customs and music of other countries.

Christmas and New Year Songs compiled by Florence H. Botsford and reprinted from "Folk Songs of Many A good collection of holiday songs from more than 25 different countries. Includes both English and foreign words, with music. Womans Press. 25¢.

Christmas Carols from Many Countries by Satis Coleman and E. Jorgensen. A collection of 85 carols, including old favorites and many others that are less familiar, in various arrangements for unchanged voices. Thirteen carols in original foreign languages. Suitable for use by children of grade or high school age. E. C. Schirmer Music Co. 50¢

Christmas Songs and Weihnachtslieder compiled by Herbert H. Wernecke. A collection of songs with the English and German texts, with music. Including Brahms' "Cradle Song," "O Tannenbaum," the original of "Away in a Manger," and others. Old Orchard Book Shoppe. 25¢.

Fifty Christmas Carols of All Nations by Edwardo Marzo. A collection of carols which may be sung in unison or in part. Nations represented by a number of old favorites are England, Germany, Holland, Bohemia, Alsace, Austria, Poland, Russia, Sweden, Denmark, France, Spain, Portugal and Italy. Willis Music Co. 60¢.

Folk Song Carols for Christmas, a collection containing Five Basque Noels, 12¢; Bohemian Folk Song Carols, 15¢; Five Christmas Carols of Old England, 15¢; Traditional English Carols, 12¢; Old French Carols, 12¢, Old Christmas Carols, 10¢; and Russian Carols, 12¢, Carl Fischer, Inc. 75¢ for collection, or separately at prices indicated.

Music Suggestions for the Christmas Season by Marion Peabody. Anyone confronted with the problem of locating appropriate music for girls' and women's voices for the Christmas season will find in this 27-page bulletin a wealth of information and material. In addition to a bibliography listing Christmas oratorios, carols and carol collections, dramatizations, hymns and hymnals and suggestions as to music for different instrumental arrangements, it includes information as to the historical background of the carol, suggestions for the "Hanging of the Green," a glossary of Christmas terms and other helpful information. Womans Press. 40¢.

#### A Few Publications

The Christmas holiday publications noted below are obtainable from the National Recreation Association.

The Christmas Book, a treasure chest of holiday program material including "A Devonshire Christmas," a celebration for Merrie England; "A Christmas Frolic"; the "Saint George Play"; "The Perfect Gift," a pag-eant; "A Christmas Carnival in Carols and Pantomimes"; "Stories of the Christmas Carols"; a play for young children; "A Christmas Kaleidoscope," introducing a large number of children in folk dancing; a list of Christmas plays and pageants and a list of Christmas music. 50¢.

A Candle-Lighting Service by Marion Holbrook. Free. Play Lists. A letter noting complete information as to your holiday play needs will bring you special bibli-ographies and additional suggestions. Free.

(Continued on page 464)

#### Dancing the Christmas Story

THERE ARE MANY WAYS in which the Christmas story may be told. It may be acted in a play, in pantomime, depicted in a tableau, or a story-teller may tell or read the story. These are the usual ways. The children of Neighborhood Guild, Peace Dale, R. I., who have been studying in the Music School of the Guild, chose to tell it in a different way—with dance patterns, old modes of music and traditional Christmas carols.

The story was told from the point of view of the people of Bethlehem. Their response to the wondrous events of that first Christmas Eve was portrayed in eurythmic dancing—dancing showing their astonishment and their curiosity following the message of the angel. The joyous reception of the glad news was portrayed in a wassailing song

#### Preparing for Christmas Celebrations

(Continued from page 463)

Christmas Music, a bibliography providing helpful source material for communities and groups planning their Christmas celebrations. Free.

Sheet of Christmas Carols (words only), including "O Come, All Ye Faithful," "Silent Night," "Hark! the Herald Angels Sing," "O Little Town of Bethlehem," "Deck the Hall," "Here We Come A-Caroling," "It Came Upon the Midnight Clear," "Good King Wenceslas," "The First Nowell," "God Rest You Merry, Gentlemen." 80¢ per hundred; \$8.00 per 1,000.

#### Publishers' Addresses

Walter H. Baker., 178 Tremont St., Boston, Mass. or 448 South Hill St., Los Angeles, Calif.

W. Marlin Butts, East Boston, Mass.

A. T. De Le Mare Co., Inc., 448 West 37th St., New York City.

Dramatic Publishing Co., 59 E. Van Buren St., Chicago, Ill.

Eldridge Entertainment House, Franklin, Ohio, or 829-15th St., Denver, Colo.

Carl Fischer, Inc., 56 Cooper Sq., New York City Fitzgerald Publishing Corp., 11 East 38th St., New York City

Foreign Language Information Service, 222-4th Ave., New York City

Samuel French, 25 W. 45th St., New York City, or 811 West 7th St., Los Angeles, Calif.

Macmillan Co., 60 Fifth Avenue, New York City
National Recreation Association, 315 Fourth Avenue,
New York City

Old Orchard Book Shoppe, 518 Lake Ave., Webster Groves, Missouri

E. C. Schirmer Music Co., 221 Columbus Ave., Boston,

Willis Music Co., 137 West 4th St., Cincinnati, Ohio Woman's Home Companion, 250 Park Avenue, New York City

Womans Press, 600 Lexington Ave., New York City

and the joy of little children, in singing children's carols. The cradle motive was expressed by the rocking of the cradle by the class in eurythmic patterns and the singing of the beautiful nativity cradle carol, "Joseph Dearest, Joseph Mild." The shepherds were heard piping in the distance and the people of Bethlehem came curiously to meet them to the music of "Come, Hasten Ye Shepherds." Then the eurythmic groups told of the joy and adoration in a stately dance accompanied by drum beats and the clash of cymbals. Distant beating of drums announced the coming of the Kings whom the populace met singing "We Three Kings of Orient Are."

The adoration of the infant Christ was expressed in a beautiful Gregorian chant, "O Santissima," and the final cradle song was sung as a solo with the entire cast kneeling in adoration. After a minute's pause the Christmas tree was lighted and all joined in singing "Joy to the World."

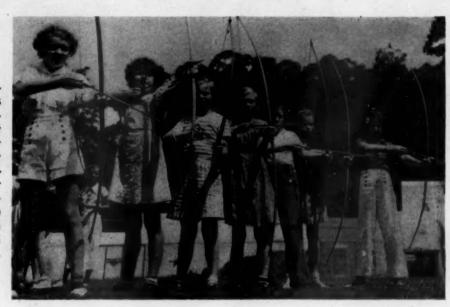
Students wrote the score of the carols and produced them from the uncorrected manuscript. One of these students was a Negro girl of twelve, another a boy of seventeen and the third a girl of twenty, all of whom had been in the Music School of the Guild for three years. The triangles, drums and cymbals of the rhythm band were the only accompaniment for the singing. The dance patterns were all more or less original and were worked out in the theory classes as part of the regular class-work of the school.

A moonlight effect was achieved through blue lights around the hall. The Star of Bethlehem (a baby spot) hung from the center of the stage and during the first scenes the black curtains were drawn so that only the star shone out. A cradle was placed in front of the drawn curtains on the stage and a bulb put in it, to be lighted at the time of the adoration. The action of the play took place on the floor of the hall, the audience being seated around three sides of the room. The members of the cast ranged from six to twenty-five years of age.

Costumes followed those of the time of Christ as far as possible, brilliant colors—purple, Madonna blue, gold, crimson, blue-green—predominating. The Kings wore rich velvet robes and the shepherds burlap tunics. All the cast wore socks with simulated sandal straps rather than sandals or going barefooted.

## The Children's Recreation School

The Children's Recreation School which this article describes is sponsored by the Department of Physical Education for Men of which Professor Frank Kleeberger is chairman. It is operated under the direction of the Summer Sessions which the University of California has conducted over a period of many years.



By HEBER NEWSOM
Assistant Supervisor
Physical Education for Men
University of California

Department of Physical Education for Men of the University of California was the School of Directed Activities conducted during the summer of 1916, especially featuring Boy Scout, Camp Fire Girl and field activities. It was necessary to carry on the program on dirt fields adjoining a grove of eucalyptus trees which housed the handicraft and other organization activities directed by such leaders as Professor James C. Elsom of the University of Wisconsin and Miss Margaret Bradshaw.

Later the department assumed the responsibility for the conduct of a so-called Demonstration School involving the installation of outdoor apparatus and the presentation of a broad recreational program such as is conducted on a modern playground. Adult classes observed these activities, studied the methods of leadership, and to a small extent actually participated, under supervision, in the guidance of various elements of the program.

These efforts to provide wholesome happiness and constructive experience for children, as well as leadership training for adults, were highly successful. The University, however, gradually took over the areas used in the carrying out of its building program and the projects were perforce abandoned.

#### A New Setting Provided

In the planning of the new gymnasium for men, which was completed in 1932, the Department found it possible to arrange the locker, shower and toilet facilities so that a section of the men's gymnasium, complete in every way and opening directly on the swimming pool area, could be segregated for the use of women and girls. This was definitely planned because it was believed that coeducational participation, not only of boys and girls but also of men and women, in certain sports, was greatly to be desired, and would soon receive the recognition it deserved from the educational and social, as well as the purely recreational, points of view.

When the new \$900,000 gymnasium for men, together with a beautiful five acre turfed and fenced field became available, the Summer Session curriculum, under the enthusiastic sponsorship of Dean Raymond G. Gettell, incorporated not only coeducational courses for adults in swimming, diving, tennis, badminton, tumbling and

physical education theory, but also a new and revitalized physical education project for boys and girls known as the Children's Recreation School. This service provides the children not only with a most enthralling social and recreational experience, but with highly organized and expert instruction in several sports and in the development of handicraft hobbies.

Under the guidance of Professor Kleeberger and with the sponsorship of the Department of Physical Education, the Children's Recreation School has been growing and increasing in popularity. The director of the school from 1932 to 1936 was Albert Dowden, while the director for the past two summers has been Heber Newsom, both directors being supervisors in the Department of Physical Education for Men.

#### Enrollment and Classification

The Children's Recreation School is conducted for the purpose of furnishing wholesome recreation and worthwhile instruction in activities to children during a portion of their vacation period, the school being operated for six weeks, running concurrently with the University of California Summer Session. Children of school grades 2 to 9 inclusive are enrolled, being grouped as follows: Juniors, grades 2, 3, and 4; Intermediates, grades 5 and 6; Seniors, grades 7, 8, and 9. The enrollment is limited to 225, and the popularity of the school is evidenced by the fact that the enrollment is completed six weeks before the Summer Session starts, that time being the latter part of June. The fee is \$12.50.

#### **Facilities**

The facilities of one of the finest gymnasiums in the country are made available for the boys and girls each morning, for most of the activities courses for adults in Summer Session are given during the afternoon hours. The oustanding attraction in the eyes of the youngster is the swimming pool area where there are two pools, one 60 by 100 feet, and the other, the competitive pool, 40 by 75 feet. In one end of the large pool is a crib, so that the water is made shallow enough to permit small children to learn to swim.

The main basketball pavilion, an immense area of 150 by 80 feet, is made available for the dancing groups. Separate well-equipped rooms furnish space for tumbling, boxing and wrestling.

Edwards Field, adjacent to the gymnasium, with its green velvet floor, is the scene of archery

and games for the younger children. In one corner of this large field is a temporary shed where numerous work benches are set up for the boys' handicraft work. The girls have their handicraft work shop in the band room.

The clean temperature-controlled water in the pool, the large airy inside rooms, excellent locker service with free towels after the shower, tools galore in proper atmosphere for handicraft, and expansive areas for games and archery help furnish the youngsters with an experience they do not soon forget.

#### Faculty and Aim

The director of the Children's Recreation School carefully selects a corps of twenty-one experienced instructors and assistants to care properly for the large group of boys and girls and instruct them in activities. The school itself is similar to regular school in that discipline is maintained, attendance is carefully checked, and certain pedagogical and psychological procedures are followed. However, a creative spirit is encouraged, attempts at proper social adjustment are made, fun and attainment of skills are promoted, and the children are not troubled about grades, failures or promotions. The teachers do keep a record of each child's progress, attitude, deportment, effort, and social behavior, so that the parents, if they so desire, may have a report concerning their child or children.

#### The Program

The program of instruction selected is based upon the facilities available and the interests of the children. It is as follows: for girls—swimming, dancing, archery, games, handicraft; for boys—swimming, boxing, wrestling, tumbling, archery, handicraft.

Archery. Instruction in archery is given to boys and girls from 11 to 14 years of age. With fifteen bows, five targets, ground quivers and an abundance of arrows, each child has a chance to shoot several times during the daily period. The fundamentals of stringing the bow, foot position, the hand technique and other matters are covered. After several days of practice, certain periods are devoted to individual scoring, ladder and group competition, and a record of results is posted so that more interest is stimulated.

Swimming. The school's swimming program is under the direction of Mr. Jack Hewitt, Professor of Physical Education at Oregon State Col-

lege. Mr. Hewitt has six assistants, and the seven instructors take care of about fifty-five children during each swimming period. The children are classified according to ability and, after some preliminary instruction, the youngsters are made acquainted with a large chart which Mr. Hewitt has devised so that the pupil may see how he progresses. As soon as the child passes a certain test he is credited with a blue star on the chart. The completion of twenty-five tests for the beginner carries with it a gold star and a Beginners' Button. During the past summer 105 children received the Beginners' Button, sixty-five passed the Swimmer's Test, and five passed the Junior Life Saving Test. The chart devised was instrumental in influencing many children to continue to try for advancement during the entire session. At the conclusion of the present term the swimmers were given swimming diplomas which indicated just what they had accomplished in swimming.

Tumbling. Mr. Charles Keeney, a supervisor of the Department of Physical Education, has charge of the tumbling work and gives the boys simple and progressive instruction in forward and backward rolls, head stands, cartwheels and more advanced turns for the older boys. The boys are divided into groups and engage in team competition and perform various stunts for individual points. This splendid exercise gives the boys a fine outlet for the development of strength, agility, coordination and self-confidence.

Boxing and Wrestling. Boys of all ages in this school receive elementary instruction in the art of self-defense. Each boy boxes and wrestles on several occasions some opponent of his age and weight before the end of the session. Some parents are highly gratified to discover that their youngster who "wouldn't fight" is persuaded to exchange playful blows with an opponent.

Dancing. All the girls learn something about tap, interpretive, character and folk dancing from Miss Gladys Geary, who has a large studio for dancing in Oakland. Her main idea is not that of developing skilled performers but rather of promoting relaxation, correct posture, grace and a love for dancing in its various forms.

Handicraft. With tools galore and competent instructors, the boys engage in the making of boats, book-ends, checker boards, book cases, shoe racks, tables, and other useful articles for the home. Block printing is one of the most popular

phases of the handicraft work. Mr. H. A. Sammet, who has had many years of experience in teaching manual training, has charge of this work.

The girls busy themselves with clay modeling, fire-clay articles, such as pots, cigarette trays and bowls. Tempora work, leather tooling, soap carving, the making of block prints, painting of hinged boxes, book-ends and raw silk table covers, indicate the variety of projects in which the girls are interested.

#### A Few Facts in Administration

The children are required to report to the gymnastics room each morning before school begins, and there they are carefully supervised until the classes are sent to the rooms or fields of their activities. With problem children in the minority, little difficulty is encountered in connection with discipline.

Each child is required to present a certificate of a medical examination taken within one week prior to the opening of the school session. A firstaid expert is always at hand to treat any cuts or bruises. In all instructional work diligent care is taken to protect the children from injury. When the school is dismissed at noon, two traffic officers are near the building to see that the youngsters get safely across busy intersecting streets.

On the final morning of the summer session parents and friends are invited to attend a demonstration of the school's activities. They witness a variety of dances by the girls, watch all the classes of boys give an exhibition in tumbling, and then they visit the handicraft exhibits. Following the archery exhibition, the visitors repair to the swimming pool area where temporary bleachers are erected about the pools so that the parents may have a "close-up" view. Each group then demonstrates various techniques of swimming under the direction of a teacher. In this manner, parents and others are able to get a picture of what their children have been doing, although most of the parents have a good idea before the last day arrives, for they are frequent visitors and observers during the session.

The income from fees approximates \$2,800, while the expenses run somewhat as follows: salaries, \$1,500; construction, \$350; supplies and equipment, \$300; printing, \$50. While no attempt is made at running the Children's Recreation

(Continued on page 504)

# Pin-Hole Camera Clubs

By JOHN E. MACWHERTER
Superintendent of Recreation
Springfield, Illinois

THIS SUMMER, for the first time, the Springfield, Illinois, Playground and Recreation Commission of

fered the children of the city an opportunity to learn all the processes of photography from the building of a camera to the mounting of a finished photographic print. The instruction was free and the only cost to participants was the five-cent charge for films. Interest was not confined to the children, and inquiries were received from several parents and from a group of city teachers interested in visual education.

Four representative playgrounds were selected for the experiment. A total of over fifty boys and girls, ranging in age from ten to fourteen years, took part in the activity, and the great majority of them accomplished successfully the building of a pin-hole camera and the making of a photographic print.

#### The Meetings

The method we used was simple and should be effective anywhere. Announcement was made to the children that a photographer would be on hand the following day to talk about a camera club. Upon the appointed day the "camera man," as he came to be known to the children, put in his appearance. As large a mixed group as practicable was gathered under a shade tree, and a brief presentation of the proposed program was given. A pin-hole camera was exhibited, along with some typical pin-hole pictures. It was explained that the group would meet for two hours each week for six weeks. The only material the members were asked to bring was one cardboard suit or dress box, and if possible, some passe partout. Information was given about the cost of the film. (The cut film was sold at five cents apiece and the printing paper and chemicals were furnished.)

The second meeting of each group was devoted

to the making of a camera. The Eastman pin-hole camera, manufactured and sold by the Eastman Kodak Company of New York for twenty-five cents each, was used as a model. A book containing explicit directions for the making of the camera, was

Photography has long held an important place as a recreational activity for adults. It has not invaded the playground where pinhole camera clubs are among the most recent developments which are interesting boys and girls.

always on the work bench, and the club members were urged to consult it when any difficulties in the construction

arose. We used *Elementary Photography* by Neblette, Brehm and Priest, published by the Macmillan Company, New York.

The third week, the camera was loaded with films and each member took a picture of anything he or she desired, while the instructor offered suggestions as to exposure time and the composition of the photo. This session was climaxed by the development of their films by the children.

The fourth meeting was devoted to making contact prints by the group. Each child had an opportunity to print his own negative and one of the instructor's. The instructor explained the process of developing and printing and a question and answer period closed the meeting.

At the fifth meeting the prints were trimmed and mounted for exhibition. The composition and photographic quality, or lack of it, was discussed by the group, with the children making suggestions for the improvement of their own and each other's pictures.

The final meeting was a photography hike. Each member brought his regular camera, if he had one, otherwise the pin-hole camera was used again. During the course of the hike and the picnic lunch which followed, the steps for making a photograph were reviewed and special attention was given those who expressed a desire to set up a dark room in their homes.

#### Necessary Equipment

In the light of the experience gained this summer it is suggested that any commission which plans to introduce this activity on a large scale have several competent instructors. The size of the group should be limited to perhaps ten at the

most. Adequate dark room facilities should be readily available with special attention to ventilation and safe lights. Making enlargements of the best negatives is practicable and serves to stimulate interest. The

(Continued on page 504)

# The Lighted Schoolhouse

"The unlighted schoolhouse in a community crying out for opportunities for recreation gives food for thought. The average school is in operation about eight and a half hours per day. There still remain the evening hours from seven to eleven, or twenty-four hours per week. In a year this available leisure time reaches the total of 1,248 hours during which a school building could be used by the community at large."

PEN THE DOOR, turn on the lights of the local schoolhouse, and a beacon that flashes out to the whole community is created! Provide social, cultural, craft, athletic and recreational opportunities during evening hours and citizens will literally storm the doors to gain admittance.

Such has been the experience of those who launched Montreal's first community center.

Montreal does not let its women vote in municipal or provincial elections; it does not have compulsory school attendance, but it does have a thriving community center. In 1932 the Montreal Parks and Playgrounds Association decided that the empty schoolhouse might provide a common meeting place where people might gather and enjoy a wide range of leisure-time pursuits. The Protestant Board of School Commissioners generously cooperated by placing the Rosemount Public School at the disposal of the Association.

The Rosemount Ward, comprising the northeast section of the city, was chosen as a district that was interested in a community center program. The C.P.R. Angus Shops are located in this area, a fact which is largely responsible for Rosemount's development. More recently many office workers with growing families have moved in to take advantage of lower rentals and the suburban character of the district.

#### We Organize

A careful survey was made of various activities people might be interested in, and the schoolhouse doors were opened to the public. Classes in cooking, sewing, knitting, smocking, quilting, basketball and tap dancing were organized for

#### By STANLEY ROUGH

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women and girls. Sign painting, mechanical drawing, debating and woodworking were the popular choices of men and boys. For mixed groups there were badminton, dramatics, a choral group, old-time square dancing, socials, parties and a library.

Leaders for classes and clubs were recruited from the community itself and from willing volunteers from other parts of the city. Struggling craft groups came in, finding security in the low overhead offered. A Girl Guide Company, on the point of disbanding because of inadequate accommodation, came into the center and took on a new lease of life with better facilities and lowered expenses. These and similar groups coming into the center widened the range of the program offered to newcomers.

Those conducting the survey were amazed at the amount of talent and energy which had been lying dormant simply because people had had no means of translating them into definite action. The community center proved again the old adage that in unity there is strength.

In a short time over 500 members were enrolled and the director was swamped by additional applicants wishing to join. Requests for other clubs and classes to be organized poured in. The empty schoolhouse became a humming hive of activity. Classrooms, the gymnasium, the music and kindergarten rooms and even the basement were put to use. Hobby horses for every individual in the community were corralled in the center.

The Rosemount Community Center has a democratic, self-governing Council. Two members are appointed from each group to sit in the Council, which meets every two weeks. The Council receives financial and attendance reports from clubs, discusses program and finances, plans future center undertakings, helps weaker clubs financially and generally assists the director. This Council has been the spark-plug of the Rosemount center's success.

Funds are raised in the Montreal center through a small membership fee, group efforts and a center-wide drive. Rosemount Community Center is now 30 per cent self-supporting, and the executive is working hard to make it entirely so.

#### The Communty Benefits

The Rosemount district lacks a public bath, so last spring the Council called a mass meeting of citizens and organized a delegation representing thirty-five English and French organizations to present a petition signed by 8,000 people to the City Fathers. This committee is now planning to interview the Provincial Minister of Public Works, William Tremblay, to secure his support.

There is no public library in this isolated section of Montreal. Plans are under way to have all community groups pool their resources and establish a public library. Montrealers have to pioneer for public services that are taken for granted by taxpayers elsewhere. There are still plenty of laissez faire dragons to be fought by leisure-time crusaders.

The Council sponsored a monster Christmas treat this year, at which 1,200 children from eight English and French schools were entertained. Members also visited all the crippled and sick children and made them feel that they were not forgotten during the festive season. The Council sponsors community get-togethers when over 400 people gather and get acquainted by taking part in mixers, ice breakers and

old-time and modern dances.

Music is supplied by the Pinewood Mountaineers, the center's twelve piece orchestra.

Montreal has a weird tradition that leases expire only on May first! As a result, 63,000 families move on this date. As may be imagined, a great deal of confusion ensues, and unemployed families often find difficulty in finding new homes. Last year a special committee of the center assisted forty-two of these unfortunate families to secure a house. Members of the center also assist the local playground director with handicraft classes, and by officiating at athletic meets and exhibitions.

#### Why Not More School Centers?

The Rosemount experiment has proven that school buildings are in many cases fitted to carry out a community center program. The cost of heat, light and janitor services is small, considering the facilities employed.

With careful planning school buildings can be used for a great number of purposes. The "oncea-school-always-a-school" theory of unimaginative school boards is crumbling. When good buildings are standing idle, why should a community spend sums of money for quarters that are much inferior to those unused in a school building? The time is not far distant when architects will design buildings not for scholastic pursuits alone but to accommodate satisfactorily after-school community activities. Auditoriums, gymnasia, lecture halls and similar facilities in schools provide the answer to the inadequate and

overtaxed community resources.

(Continued on page 504)

For its library, the Rosemount Community Center uses one of the school classrooms



# The Barn Dance Returns!

THERE IS JOY and laughter, rollicking rhythm, sociability and informality in barn and country dancing which is largely lacking in the more sophisticated social dances of today. Perhaps that is why the barn dance is returning. Once young people—and the not-so-young—have been to a real

old-time barn dance, they see that their easy contempt of "country dances" is ill-founded and come to demand this type of entertainment, as the growing number of such groups in both rural and urban communities bears witness. From these dances it is but a step to the folk dances of other countries which are every bit as gay and joyous as the American dances that have their beginnings, incidentally, in the European ones.

#### Invitations

The tone of the invitation will set the mood for the party, so make it as unusual and interesting as possible. A cut-out of a barn, of a fiddler, farm animals or dancing figures of Farmer Brown and his wife may be used. Warn the guests to wear comfortable shoes and old clothes or tell them to come in costumes appropriate to the occasion. Below is a sample invitation.

#### Costumes

One of the chief sources of fun, for the city dweller particularly, in a barn dance or party, is the dressing up. It is well to dress to carry out the theme and to insure comfort. Square dances are vigorous, and guests will enjoy them more if they wear washable cotton dresses and comfortable shoes.

For men, straw hats, overalls, jeans, blue denim shirts, blue or red bandanas and corn cob pipes



The barn dance is coming back! Once more "Old Zip Coon" and "The Arkansas Traveler" ring out gaily across the dance floor and a "caller" singsongs with the tune "First couple out to the right and circle four. Open up and take two more." And at this invitation the first couples swing into the movements of the dance!

are appropriate. Patches are to be encouraged. The schoolmaster, the county sheriff, the returning country boy who went to the city and came back a "city slicker," and peddlers may be there, along with Uncle Ezra with his old-fashioned glasses and various other town "characters."

The girls wear gingham dresses, sunbonnets and aprons, and are farmerettes or dairy maids. Grandma Jenkins and the village spinsters may be there, too.

Another entirely different type of costuming may be used. At one party some of the guests came as animals (turkeys and chickens), while others appeared as cornstalks, ears of corn and the "good earth." There are always a number of scarecrows who add considerable comedy.

#### Decorations

The Barn. If you hold your party in a real barn the problem of decoration is easily met. Clearing a floor for dancing and placing benches or seats or straw for the guests and lighting the room with farm lanterns are about all that is necessary.

Other Places. Many won't be able to use a barn and will have to simulate one. This is not hard to do, and in the doing the decorations committee has an opportunity to use its ingenuity. And it's fun, too! The barn party may stress the harvest side and depend on autumn leaves, cornstalks, hay, sunflowers, pumpkins and gourds for decoration. At other seasons and for other parties the barn or farm theme may be carried out. Plows. rakes, hoes and other farm tools, nail kegs (from the hardware store) harness (or straps and rope), saddles, wire, wagon wheels, buggies, scarecrows. milk pails, milk stools and straw may be hung about the walls or be placed in corners. At one party, wire (binder twine may be used) was strung across the ceiling at two foot intervals and hay hung over it, giving the effect of repeated

fringes. Soft colored electric lanterns were used. Where straw or hay is used special care must be taken against fire. Stalls may be made from large cartons or be drawn on paper on the wall with the name of the animal over the door and perhaps a cardboard horse or cow looking out. Chicken coops may be real or they may be made of cartons or boxwood. The inmates may be real or made of cardboard. At one rural party a cow and calf were tied near the entrance to the party place.

#### Booths

Should the party be a money-raising one or a really rural one, the fair or booth idea may be introduced. For a money-raising party, booths (in

stall form) may be set up where (for city folk) corn cob pipes, straw hats, bandanas, aprons and bonnets are sold. For this group, and for rural groups as well, home-cooked foods, pies, cakes, cookies, candy, jams and jellies and apple butter, butter, milk and eggs and simple handwork as pot holders, tea towels, aprons, laundry bags and sun hats may be sold. These booths may be run on a contest basis, prizes being awarded for the best in each class. Any booths used should be in keeping with the theme and may well be of light wood or carton stalls with the usual double swinging doors.

An old-time rural peddler, the kind who sold all types of trin-

kets, may make up a pack of "white elephant" belongings, donated ahead of time by the group giving the party, and sell them to the dancers for what he can get. He might auction them off instead as at a farm auction, but the customary commission of five per cent on live stock and ten per cent on all else will be waived!

At one party a photographic booth was set up in one corner. A sheet of cloth was hung up on which was pinned (or it may be drawn) a farmer's wife's gingham costume and beside it a farmer's costume. Holes were cut in the cloth where the heads would come and hats pinned above. A local "candid camera" man, a sidewalk photographer or one of the men in the photographic booths in ten cent stores might be obtained to take the pictures. For a small fee guests

put their heads through the holes and are photographed in "costume."

In one corner provide a sturdy stall marked "County Jail." The county sheriff wanders about the barn from time to time and makes an arrest for infraction of real or imaginary rules. The culprit is put in jail and must stay there until he or she agrees to perform a stunt for the group or, if the party is a money-raising one, until he or she is bailed out by friends.

#### Organization of the Party

The barn dance may be run in an informal way with teams chosen from time to time as necessary for the games. Or the party may be run on a

"village" basis as follows:

Each of the four corners of the room should be labelled with the names of a village, as, for example, Hog Hollow, Skeeter Corners, Podunk Junction and Tooners Village. The families gathering under each village sign would represent the Perkins from Hog Hollow, the Jenkins from Skeeter Corners, the Wiggins from Podunk Junction, and the Jones family from Tooners Village. The Perkins family might consist of Grandpa and Grandma, Aunt Jemima and Uncle Josh, Pa and Ma. Sister Susie and Brother Joe. Cousin Lily and Cousin Abe, Baby Sister and Baby Brother, Dr. Perkins and his wife, Squire Doolit-

tle Perkins and his wife, Parson Sy Perkins and wife. The list may be extended for as many persons as are needed and the same list be used for each village by changing the name Perkins to Jenkins or Jones. As the guests arrive they are given names and assigned to villages. If they come as couples, the couples are not separated; otherwise, individuals are assigned to couples. When the party begins the villages gather under their village signs and become acquainted. Thereafter all contests are between villages. All Grandmas and Grandpas may compete in a corn shelling contest, for example.

A grand march is an excellent opening activity, partners marching together. This is a good time for judges to make notes on the costumes for a later awarding of prizes.



An amusing booth, or stall, will add to the atmosphere

#### Stunts, Contests and Games

These activities will add novelty and interest to the party and may be used sparingly or otherwise. If the group is very enthusiastic about folk dancing it may not want to stop for many stunts or games, but to a group unfamiliar with such dances, these games relieve the strain of trying to learn or do too many unfamiliar dances all at once in a straight dance program. Prizes for the contests might well be eggs, butter, doughnuts, other home-cooked food or miniature farm animals or farm appurtenances.

The Hungry Rooster. Have a rooster in a cage. Count out a number of grains of corn into a pan and let the rooster eat from it for 2 or 3 minutes, then remove the pan, count the grains and find how many were eaten. The guests have previously written down their estimates. The closest wins.

The Farm Horse. Two boys under a blanket, with a carton or cardboard head and a rope tail and a few straps for harness, may be led in by the farmer as though into the barn. The horse may kick and balk and the farmer have trouble hitching him to the buggy (if there is one) or putting him in the stall. A cow may be so portrayed as well. The horse may be "trained" and able to answer farm questions.

Contests. Any of these contests are suitable: Potato peeling contest for women, hog c lling (men), chicken and husband calling (women), milk drinking (using pop bottles with nipples), and of course a contest for both men and women for the most authentic, most original and funniest costumes. Women or men may engage in a corn shelling contest in which each shells two ears, or they may race to peel, quarter and core two apples. Try a farmer vs. farmer's wife spelling bee with just a few on a side so the contest will not take too much time.

Blind Horse Race. Draw a line across one end of the room for a starting line. Near the other end of the room stand four or five people—the turning posts. There is a race horse and driver at the starting line opposite each post, the driver being a woman, the horse, a blindfolded man. On "go" the horse is pushed off in the right direction by the woman, who does not cross the starting line but guides her horse by word of mouth, telling him to "gee" and "haw," guiding him thus around his post and back. The first horse in wins.

Turkey Drive. Make a throwing line on the floor. From this area guests throw turkey feathers, point

first, over a line some distance away. (The distance may be determined by experiment, with the line far enough away so that everyone will not achieve the goal.) The group is divided into teams and each team member has a feather. He throws it in turn and the team with most in the "barn" (across the line) after each has thrown once wins.

Barnyard Animals. A number of familiar games may be adapted as is this variation of "Going to Jerusalem." Areas about 6 or 8 feet apart are marked out on a circle on the floor. One is marked "fox," others "hawk," "ox," "thief," "owl," "weasel," "dog" and so on. The leader tells the guests that they represent chickens and must walk around the room over the spots. When the music stops any on the "fatal" spots are "dead" and must retire from the game.

Reuben and Rachel. Farmers and farmerettes form a circle with one boy and one girl in the center. The man is blindfolded. He calls "Rachel," and she must answer "Reuben" instantly. Reuben tries to catch Rachel, calling her name to find her. If she is caught each chooses a person to be in the center. The characters may be called "Hiram" and "Mirandy" to fit the theme.

#### Music

The ideal situation is to have an old-time fiddler to play for the dances. Scouring your city or community, you may find one who is willing to play either for the evening or as a specialty. Some of these old-time fiddlers "call" the dances as well. Orchestras are next in desirability. Hill Billy orchestras augmented from time to time by the "village choir" may include regular instruments, harmonicas, guitars, mandolins, accordion or piano. A victrola will do if the room is small or an amplifier is used. Suitable music for the dances will be described below.

As special events on the program the "village choir" may sing such familiar old-time songs as Seeing Nellie Home, My Old Gal Sal, In the Shade of the Old Apple Tree, with special numbers contributed by the choir soloist and the Hill Billy quartet who use old-time mountain and other rural American folk songs. A small organ may be obtained or a saw player may be found in the group or be invited to come and play. A survey of the group concerned and the community at large may net very usable talents or abilities. The rural schoolmaster might give a reading on some

rural topic in the approved elocutionary style of yesteryear.

Do not forget that singing for everyone is a unifying and happy activity. There are the old songs of the Kentucky Mountaineers, the southern Negroes, old-time favorites such as The Old Oaken Bucket, When You and I Were Young, Maggie and rounds and singing games as those in Skip to My Lou, issued by the Girl Scouts. (See bibliography.)

If you wish to add a modern note, broadcast the whole program, songs, solos, stunts and dances over a "fake" microphone with amplifying attachments, in the style of Major Bowes or the "Visiting Our Neighbors" program. A wheel from a farm disc makes a very good gong when suspended on a rope.

#### Dances

Play-Party Games. While play-party games would be described as dances today, in earlier times when dancing was frowned upon as sinful, the simple dances of the young folk were called "play-party games." As such they were considered quite respectable and were enjoyed by young folk at the play-parties to which they came from miles around. They make excellent mixers and may be used in place of a Paul Jones for matching or mixing partners. They are easily learned, provide great fun and do not require music because of the verses. Play-Party Games of Indiana (see bibliography) provides an excellent collection of these as does Section P of Handy II (see bibliography) and Skip to My Lou.

#### Brown Eyed Mary



If perchance we should meet
 On this wild prairie
 In my arms will I embrace

My darling brown eyed Mary.

II.

2. Turn your partner half way 'round,

3. Turn your opposite lady,

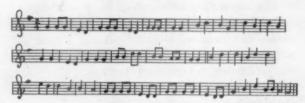
4. Turn your partner half way 'round,5. And prom'nade right hand lady.

Formation: A circle of partners, faced for marching, man on the inside, girl on his right.

Action: (1) With hands crossed, partners promenade in a circle, with three or four feet between each two couples. (2) Partners join right hands and turn half around, (so that man is facing back, with right hand toward center, lady in opposite direction). (3) Each man joins left hands with the lady who was in the couple behind him, and turns her completely around. (4) Joining right hands with original partner, turn her entirely around. (5) Take lady behind in promenade position for new partner and repeat from beginning.—Described by Miss Ila Long, Thornville, Prairie Co., Ohio.

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#### Turn the Glasses Over



- I've been to Harlem, I've been to Dover, I've traveled this wide world all over, Over, over, three times over; Drink all the brandywine, and
- 2. Turn the glasses over.

Chorus:

Sailing east, sailing west,
 Sailing over the ocean,
 Better watch out when the boat begins to rock

 Or you'll lose your girl in the ocean.

Formation: Circle of partners, men on the inside, hands crossed in skating position. (Right hands joined, left hands crossed above them.) One or more extra players are in the center.

Action: (1) Players march in a circle counterclockwise until they come to the words "turn the glasses over." (2) Then each couple "wrings the dishrag," as follows: Keeping hands clasped, raise arms, turn away from each other, backwards under your own arm. (A minute's practice will do the trick.)

(3) Girls continue march in original direction, while men reverse and march in opposite direction (clockwise), during which those in center join the men's line. (4) On the word "lose" each man takes the nearest girl for his new partner. Those left out go to the center and the game is repeated.—Virginia Bear, Wapakoneta, Ohio.

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Quadrilles. Quadrilles are danced by sets of four couples and are commonly known as square dances because the couples stand facing in, in a hollow square as in the diagram (X means man; O, woman).

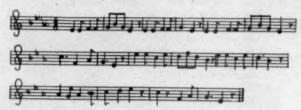
The Square Dance. The square dance involves the calling of the steps by a leader as the dance progresses. These calls sing-song along with the music and are composed of the necessary directions and fill-ins of humorous, more-or-less pertinent rhymes to carry the rhythm. The old callers often improvised their rhymes. Many of them have been written down, and have become almost traditional. The calls and explanations of their meaning are given with the dances described below.

The dance leader who is not experienced in leading square dances should practice the calls with a small group before the party, for the learner tends to go too fast. In teaching the dance, "calls" should be "walked through" one at a time slowly to avoid confusion. It is best to demonstrate a dance with a previously rehearsed set, the members of which later join other sets to help them learn the dance. If things go wrong stop and explain and demonstrate the confusing call again. Do not try to teach too many new square dances in one evening. Teach one or two new dances, review familiar ones, play games and use the simpler play-party singing games previously described. Include waltzes, two steps, schottisches and the contra-dances or reels as the Virginia Reel on the program, and, as the group becomes more proficient, set running. All these are authentic activities for the barn party program, except some of the adapted games introduced to provide variety and fun.

The music for square dances is not set in many cases, two-four and six-eight rhythms or "jigs" being most suitable. Most callers have three or or four tunes which are their favorites and to which the calls of any number of dances fit. Some of the favorites are: Red River Valley, The Girl I Left Behind Me, Red Wing, Golden Slippers, Old Zip Coon or Turkey in the Straw, Little Brown Jug, Captain Jinks and The Arkansas Traveler. These are found in

dance collections and some old song collections. Some may be obtained on phonograph records.

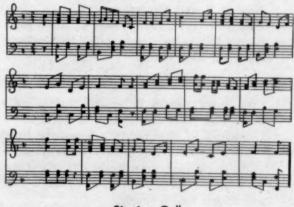
#### Pop Goes the Weasel



- A penny for a spool of thread.
   A penny for a needle.
   That's the way my money goes.
   Pop goes the weasel.
- All around the vinegar jug,
   The monkey chased the weasel.
   The monkey thought 'twas all in fun.
   Pop goes the weasel.
- I've no time to wait or sigh;
   No patience to wait for bye and bye.
   Kiss me quick, I'm off—good-bye!
   Pop goes the weasel.
- (1) First couple step into the set and face second couple. First and second couple then join hands, circle half way around clockwise until first couple is facing the center, and on the phrase "Pop Goes the Weasel," second couple raise inside hands in an arch and pop first couple into the center. The first couple then goes to the third couple and so on. Having completed the rounds, the first couple stands still and the second goes through the same actions, etc.

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#### The Girl I Left Behind Me



#### Singing Call

- The head couple lead out to the right And balance there so kindly;
- Then pass right through and balance too, And swing that girl behind you.

- Then take that girl, that pretty little girl,
   The girl that was behind you
- And pass right through, and balance too, And swing that girl behind you.
- Then take that girl, that pretty little girl, The girl that was behind you,
- And pass right through, and balance too, And swing that girl behind you.
- Lead right home and balance to your partners.
   All turn around and swing the corner,
   The girl you left behind you.
- 8. The second couple lead to the right (repeat 1-6)
- (2) First couple walk between man and girl of second couple, then both couples face each other, exchange partners and swing once around. (3) First man keeps second girl as his new partner and they go to third couple.

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Note: The "corner" is the lady on a gentleman's left. A "balance" is a step forward on the right foot, lifting the left behind a few inches. The back foot is put down and the front one raised a few inches. Partners hold right hands and either balance to the couple in front of them or face each other and balance toward one another as the case demands.

#### Single File, Indian Style

Music-Red Wing-2-4 tempo

#### Calle.

- 1. First couple out to the right and circle four,
- 2. Open up and take two more.
- 3. Hurry up and don't be late, open up and run away eight.
- 4. Now we'll walk the Indian style.
- 5. Now we'll swing once in a while.
- 6. Now we'll walk the Indian style.
- 7. Now swing once in a while.
- 8. Now walk the Indian style.
- 9. Now we'll swing the squaw.
- 10. Now we'll walk the Indian style.
- 11. Everybody swing his "Minnie ha ha ha."
- 12. Corner left, partner right, grand change eight the whole way 'round.

#### Directions:

- I. First couple walks to second couple, joins hands and walks around once to the left.
- Gentleman of first couple releases the hand of the second lady and admits the third couple to the circle, continuing to the left.
- 3. First gentleman releases hand of third lady and admits fourth couple.
- 4. All drop hands, form circle, face left, and place hands on the shoulder of the person in front. Men place one hand over their mouths and imitate the Indian war cry.

- 5. Each lady turns, faces the gentleman behind, and swings with him twice around.
- 6. Lady drops in line behind the gentleman and walks around half,
- 7. As in 5.
- 8. As in 6.
- 9. As in 5.
- 10. As in 6.
- 11. Having swung with all the other gentlemen in the set with these calls, each lady now swings with her own partner.
- 12. Each gentleman turns the lady on his left, who faces him, and gives her his left hand. They turn around once counter-clockwise and face their own partners. Each gentleman gives his partner his right hand and drops the hand of the lady on the left, known as the "corner lady." Grand right and left begins at this point.

(Repeat all three more times. Second couple, third couple and fourth couple out to the right and circle four, and so on.)

#### Refreshments

The refreshment booth may be fixed up as a stall, as the harvest corner (piled around with pumpkins, gourds, vines and corn) or be made into a dairy with the punch in huge shiny dishpans covered with white dish towels and served by dairy maids in gingham dresses and white aprons. The tablecloths should be red and white or blue and white check. Use tin or enamel cups and plates.

As for things to eat, sweet milk, buttermilk, doughnuts and cookies in large crocks, cheese or egg sandwiches will provide a "dairy lunch." Cider, with a cider press for color, and doughnuts, hot dogs and hamburgers and coffee are all appropriate. Great pots of steaming corn on the cob will add to a hearty barn supper. If the evening is warm, and dancing often makes it so, iced lemonade in crocks or grape punch is refreshing.

If you plan to raise money at your party the refreshments may be sold at a price to fit the group pocketbook. Dairy maids may peddle the refreshments between dances in this case.

#### Bibliography

#### Suitable Barn Dances

# Hiking in Chicago



By JOHN SHERIDAN
Executive Secretary
Chicago Park District Outing Club

BEFORE THE depression there were several well organized hiking and outing groups in the Chicago area, such

as the Illinois Women's Athletic Club, the Monroe Street Y.W.C.A., the La Salle Street Y.M.C. A., and the Prairie Club. As unemployment increased, one by one these clubs lost their members and all ceased to function except the Prairie Club - a veteran organization which was founded in 1911, after a group had hiked informally several years before this date. There were numerous other people in church groups and small athletic clubs who made use of the Indian trails along the streams near the city and who held outings in the beautiful wooded countryside. Most of these groups, however, had dwindled to a few leaders who were endowed with the fighting spirit which made them the pioneers of outings in Chicago and other cities.

#### A Start Is Made

When the need for providing more opportunities for hikes and outings in and around Chicago was recognized, releases were sent to the metro-

politan newspapers, posters were placed in parks, industries and public places announcing Saturday hikes through the parks to end at local field houses where the group could enjoy lunch and an evening of entertainment. Short trips of about four miles were made through the larger parks, visit-

Hiking clubs were revived in Chicago during 1935 and 1936 when Dorothea Nelson, Director of Women's Activities, Chicago Park District, set in motion the machinery which resulted in the organization of the Chicago Park District Outing Club. Miss Nelson had previously been instrumental in organizing the Minneapolis Hiking Club and the Louisville Municipal Hiking Club.

ing institutions such as the Chicago Academy of Sciences, the Museum of Science and Industry, the Field Museum of Nat-

ural History, and the Adler Planetarium. People learned about the old Cahokia Courthouse, the Japanese buildings, the conservatories, the Elks' Memorial, and yacht harbors. Old records and maps of the parks were assembled and diligently read: material from public and private libraries was investigated, and various societies of the city provided historical speeches and reviews. From this accumulation of articles an extensive knowledge of the statues, buildings, parks and boulevards was assembled.

A brief outline of various objects of interest was given to each hike leader. Here is an example of the description of a statue of Leif Eriksen.

Name: Leif Eriksen

Location: Humboldt Park, northeast of the old refectory building

Sculptor: S. Asbjornsen

Donor: Citizens of Chicago of Norwegian descent

Unveiled: October 12, 1901

Leif Eriksen, called Leif the Lucky, was a daring Norse explorer and adventurer who, it is

claimed, in the year 1000 discovered the American continent. The Julandir-Sage records that he spent a winter in New Vineland, a settlement that existed for ten years.

In the evening a buffet lunch was prepared in the kitchen of a local field house for a nominal sum, From 7:00 P. M. "Among the good books for the hiker to

read are William Hazlitt's delightful

essay 'On Going on a Journey'; Holi-

day's 'Walking Stick Papers'; Brooks'

'Journey to Bagdad'; Vachel Lindsay's

'Handy Guide for Beggars'; Trevelyan's

'Walking' and Christopher Morley's

'The Art of Walking.' Robert Louis Ste-

venson, who loved nature and walking.

declared, 'Every person who has not

read Hazlitt should be heavily taxed."

to 11:00 P. M., Guy Colby, now with W.L.S., and his barn dance band provided entertainment for the group. Other people enjoyed cards and various games. These hikes attracted large groups of unseasoned hikers because they were short and sociable and gave strangers a chance to get acquainted and meet people interested in the out-of-doors.

#### The Club Comes Into Being

Finally, after several eight to ten mile hikes in the Forest Preserves and at the Indiana Dune State Park, a club was organized on Saturday evening, June 13, 1936, and leaders were appointed who had been active in attendance and work.

No one can become an officer unless he is active. Records are kept at all outings. Over a period of eighteen months there were 846 different trips and hikes with an attendance of 15,210 adults and

33,714 children, an average of 65 on each trip.

The children's program includes trips to museums, parks and forest preserves. Large groups of children between the ages of six and fifteen are taken to the pools and beaches. Boys and girls enjoy the same trip under the direction of competent leaders. Special parties are staged

in beautiful spots along the near-by rivers, and foresters and nature guides explain about shrubs, trees, animals and birds indigenous to this section of the country. To promote a spirit of conservation, the children's pamphlet carries this slogan: "The heritage of a land is best preserved by its youth." Many pictures have been taken of outings and a special reel of motion pictures is available to parties interested in this type of recreation. Printed pamphlets contain outlined trips and descriptive material as this.

GEORGE ROGERS CLARK RESERVE Tuesday, August 10, 1937

To reach this reserve, take Lake Street surface line car to Austin Boulevard. There take Chicago & West Towns surface line car to Thatcher Avenue, River Forest. Walk three blocks north to Trailside Museum, to meet at 11:00 A. M.

We walk north along the high bluffs of the winding Des Plaines River and cross North Avenue. Near a sharp bend in the river, before the advent of white men, a small stream flowed from the northeast into the valley, cutting a shallow V shaped ravine in the soft loam of the flood plain. A short distance up this brook was located an Indian Village. The Indians used the bayou to float their canoes. In the spring many fish, buffeted by the spring freshets, moved into this inlet. The Indians were expert fishermen and adept in the use of nets.

Other descriptions of the area around Chicago have to do with nature, geology and historic lore.

#### Some of the Values

One may say that the first thing we learn to do is to walk. Without the ability to move from place to place mankind would cease to exist. Man cannot obtain his sustenance from the ground like a tree or flower; it is necessary that he till the soil to raise grain and vegetables. His domain covers the earth, the rivers and streams, the seas and oceans, even the air above the earth; the out-of-doors appeals to all—the country-bred person or the city-born man.

One can see life and death in the space of one year. In the spring Mother Nature brings forth

buds, leaves, and flowers; birds return from the south lands—even fly over oceans to mate and produce their young; animals nurture their young in the green pastures beside flowing streams. In the autumn chill winds from the arctic regions foretell the advent of winter. Again, nature begins to protect her children; thousands of birds mi-

grate to the sunny lands where food awaits them; trees shed their leaves; no longer does sap course in their trunks; animals seek shelter in burrows, in holes in trees, in warm nests or under buildings.

To observe the workings of nature, seek the pleasure of walking through the countryside, alone if you choose or in the company of interesting companions. When you go on your vacation in the country, take up walking. You will be well repaid.

Formality is left where the pavement ends. Everyone talks to everyone else—a mutual love of the out-of-doors is introduction enough, and thus are started friendships that last for years.

Walking is one of the first physical activities of youth and the last enjoyment of elderly people. Walking strengthens the heart, the lungs and the stomach. It is no mere leg training, but exercises some two hundred different muscles of the body. Few, if any of us, will be able to walk 72 miles on our seventy-second birthday as did the veteran

(Continued on page 506)

# Socializing a Social Game

A LTHOUGH man ranks highest on the social scale of creation and is born with certain gregarious instincts, this does not mean that his inherent social qualities and attributes do not need to be encouraged and exercised if they are to develop to the fullest extent. One of the best ways

to become a social person is to

learn to know people, as they

really are, through playing

games and sports with them.

In playing sports together people stand on common ground; artificial barriers and conventional formalities are dispensed with; people are unmasked, as it were, and appear before others as they really are.

Life is, in a sense, conquering new situations, meeting many different types of people and having a variety of relationships with the world. It is a broadening experience to know people who bring out particular elements in one's own personality that perhaps have been hitherto undiscovered. It is stimulating, too, to have friends that are attractive for different reasons: some for their intelligence or fascinating personality; others for their sheer technical accomplishment in certain skills that make them welcome members of a play group. Somehow an understanding comes between friends who have taken a long hike together, who have played on the golf links, who have hunted to hounds, who have been roped together climbing mountains, who have sat for long silent hours over a game of chess, who have talked over each others collections or exchanged bulbs or plantings from their gardens. There is an overlapping of experience in all these relationships that binds people closer together. Brothers and sisters who have played with the same toys or families who have the habit of spending some time together in a particular game or recreation are throughout their lives kept closer together, and this tie is deep-seated and lasting.

#### What Is a Social Game?

A social game is an activity the outcomes and motives of which lead toward better understand-

By ALICE ALLENE SEFTON

With the arrival of the season of the year which means the transferal to indoor quarters of many forms of recreation, interest naturally focuses on the team games and types of social recreation which will, in many parts of the country, hold the center of the stage during the winter months. "Why are so-called social games important?" "When are they not social?" Miss Sefton, who is vice-chairman of the Women's Division, N.A.A.F., discusses these questions and other pertinent ones.

ing and promote mutual enjoyment, with the ultimate purpose of establishing the highest possible type of friendly relations. A true love for sports is best acquired by actual participation in them. A social game is not necessarily always social because it is played by two or more people, for definite attempts have to be made in that direction if the influences of the game are to be social in nature. A social game is, in itself, a small hu-

man emergency that calls forth an interest in the other person or team, and generates a constant interplay of response which leads to better understanding and finer human appreciations.

#### When Are Social Games Not Social?

Unfortunately, many games that are intrinsically excellent for creating desirable social relations and that afford exercise in quickening a player's reaction time and allowing interplay of emotional reactions, have, through preventable causes, been made a-social and many of their inherent valuable qualities are lost. Games in this country got off to a bad start because they sprang up without educational supervision and the competitive element was emphasized so greatly that many of the finer sensitive qualities were neglected. Some schools and communities have "sold" one of their more important birthrights for developing youth in wholesome channels because they wanted to be personally entertained at competitive ball games, or to climb, as a community, over the hard-won laurels of young people. In their highly organized competitive programs they often deny adolescents the opportunity to develop into the useful, happy citizens it is their lawful right to become. Such communities are still so near-sighted that they look for immediate results as expressed in the final numerical score on the bulletin board or in the morning headlines.

It is a different matter, however, when communities conduct their competitions and rivalries in the interests of public health. Thus one town might choose to meet the record set by another in the elimination of preventable diseases, or might boast of having a better water supply, or more park space, or playgrounds, or game areas. Through such generous acts communities are affording their members opportunities to socialize social games. This type of rivalry is to be commended.

Basketball, for instance, as a team game is as highly organized and skilled as any on the extensive list, and has had a high peak of popularity in schools and colleges throughout the country. It therefore comes under the spotlight for many of the undesirable practices and a-social results that have sprung from the game. For example, a girl recently told how a six-foot center in a certain basketball game picked her up and shook her much as a cat shakes a rat, because she was outplaying her taller opponent. In another instance a home team who lost a game refused to keep their promise to provide sleeping accommodations for the visiting team, who were forced to spend the night in a dingy waiting-room of a small railroad station. These young girls were left to their own devices in a situation which never would have occurred, if the school had provided an adequate recreation program under professionally trained educational leaders.

One likes to feel that such tales as these are exploits of the imagination and that such unsatisfactory states do not exist in the world of sports. One shudders to think of teen-age experiences of this nature, and yet only fifteen years ago these conditions were fairly prevalent. The majority of schools now, however, do not tolerate or sanction playing games under such conditions. It is hoped that schools will never permit such standards to creep back. It is esssential that a country have organized sports programs under trained leaders who understand the needs of youth and adultstheir interests and their physical make-up. Youth is the time for boys and girls to develop skills and learn to conquer to the point where they will be able to take up new sports with zest during later life. Incidentally, they will thus avoid agonizing moments that come to the untrained when the gang says, "What shall we play?"

Communities should be so planned that they will provide opportunities for all to indulge in their favorite recreations. Already there are encouraging signs that this ideal may soon materialize. The very fact that we are now popularizing such games as softball baseball and touch football shows that we are attempting to take the

sting out of the ball and the fierceness out of the tackle: that we are reducing the cut-throat element in the competition motive and accommodating the game to suit the majority of people rather than to favor the few professionals or experts who play. The ideal today is to get away from the kind of situation in which the younger players in a family have no opportunity to play tennis with a brother or sister who is constantly preparing for "match" play and can not risk spoiling his tournament chances by playing a single game with a mere beginner. In this as in many other matters, a happy medium is desirable-not to be either too good or too inexpert at a game. Maribel Y. Vinson in her article, "Trained Seals," said that in looking back on her Fourth Olympic Winter Games she felt ever more strongly that "as the Games become larger and more popular, they are more and more entertaining for the spectators and less and less fun for the competitors."

All kinds of modifications have taken place in sports in order that larger numbers of boys and girls and men and women may continue to enjoy playing various group games. In the Pittsburgh summer playgrounds on any summer night thousands of families can be seen making their way to the playing fields to watch different baseball games that are being played—all with soft balls. All ages join in volley ball games and informal soft ball play, but the majority of those who take part in the organized group games are those who played when they were in school and are not afraid to enter into the sport regardless of any lack of skill.

#### How Games Develop Social Qualities

Play constitutes the major part of the young child's life. Often his first lessons of give and take, sharing, kindness, thoughtfulnes, and cooperation are learned through play with his parents, his brothers or sisters, other children, or grown-ups. If a child develops along normal lines he will take a decided interest in his playmates or in living things, such as animals or pets, because he is continually being tested by their ever changing and unpredictable responses. At this period the desirable law of competition enters in; and the competition element from then on continues to be the biggest factor in every game the child plays. Because he requires competition, he abandons lifeless objects in favor of games that furnish a live, ever refreshing element - a reaction from someone else which he can not figure out beforehand and which is therefore ever interesting to him. Human beings furnish the surprise quality that keeps one constantly stimulated in activities of a social nature. This interest develops into the childhood and adolescent love for team games.

There are, of course, those who exercise alone and like it, but many such attempts are shortlived. It is generally the social element in games that makes them outlast the generations that play them.

Why does one find sixteen hundred people gathering to play shuffleboard each day at St. Petersburg, Florida? As a game it is not too strenuous or difficult for older people or the unskilled of every age, and it has the advantage of being a competitive game that can be played outdoors in the sunshine, and offers a constant challenge with every play; yet above all, its popularity is no doubt due largely to the fact that it offers social contacts and is essentially a social game. It affords an occasion for people to get together in a pleasurable way.

A class of home women used to come regularly to their community center each Friday afternoon; they would tell their leader all the housework they had done that day before coming to class. She realized that these women did not come for the sole purpose of exercise, for most of them had used every muscle at home during the day. What did they come for? They came for sociabilitythe carefree feeling of release offered by the program. It provided an outlet for their emotional energies and an escape from working in solitude in their homes. They forgot petty annoyances and temporary irritations at the first run around the gymnasium; they loved feeling foolish in some of the humorous folk dances. They seemed to cast away their troubles with the first serve of the volley ball or at the first jump for the cage ball.

and by the time they emerged from the swimming pool they felt completely refreshed and relaxed; they were actually rested, and their spirits and strength were renewed.

The business man or woman often finds recreation in doing the opposite of what he or she has been doing throughout the day. Those who lead a sedentary life should cultivate sports that exercise large muscles. On first serve of the values in games of opportunities are opportunities are "Although there is a trend nowadays toward 'individual' emphasis and toward activities which can be enjoyed in solo, there should be opportunities provided for those who have acquired a love for team games and wish to continue playing them throughout life. Just as one can find places to swim, ride horseback, play golf, skate or follow any other individual pastime, so the program should

provide places where one can go to play

shuffleboard, volleyball, horseshoes, ping

pong, badminton, squash tennis and

any other partnership or team game."

the other hand, people whose work is active and consists in seeing people through the day may seek solitary diversions. The history of the dance reveals that in ages past those who did fine needlework or other intricate tasks concentrated on social dances involving nothing more difficult than the waltz and the two-steps. It was quite the opposite with those who worked in the fields. They enjoyed working out intricate patterns in their dancing, and developed such forms as the highland fling and the sword dance.

#### Advantages of Social Games

If people resorted more to forgetting their worries through social contact with a group absorbed in the same game many would need no other cure for nervous tensions and disorders. When one's enthusiasm for a sport is sufficiently great to absorb one's interest, for the time being that person is an integrated personality. For allround development and balance, more such joyful experiences are needed. There is a beneficial physiological stimulation that comes with joyous experience that renews and refreshes and everyone needs at times to escape from the humdrum of daily cares. One can do little worrying about the budget while sporting with the waves, dribbling a hockey ball down the field or shooting for a basket. To make a new low in one's golf score or suddenly to be able to volley the tennis ball more times than ever before does something to the spirit.

A socially successful girl today is one who can enter into sports and thereby make herself an asset to any group. Sports or accomplishments, like social dancing, are often the common ground on which new friendships are made. The social values in games cannot be over stressed, and more opportunities are needed for social games.

Men who have been brought up with baseball on the backlot as a daily diet never cease to love the game. There are cities where men in the Quarter of a Century Club still pursue the game. Citizens in these communities continue to wrestle and box, do square and round dancing, play in highly organized team sports because the space, the supervision, the conditions exist

(Continued on page 506)

# The Future of Municipal Recreation

A recreation executive looks into the future and sees his dreams realized in a "golden age" for recreation

By JAMES V. MULHOLLAND

Director of Recreation
Department of Parks
New York City

ble to seek recreation in an unwholesome environment?

The Challenge to Society

In our schools today, we

spend millions of dollars teaching art, music, crafts, dramatics, sewing, health education. We emphasize education and its aim to train for leisure yet spend comparatively a small amount of money for continuing these interesting activities after school hours. Thousands of children are released from the school system each year after being graduated or after receiving employment certificates. Some go to college, but a great number receive temporary employment of one kind or another and a still greater number are unemployed. All this occurs at an age of sixteen or seventeen years which sociologists call the age of apprenticeship and at a time when young people need special guidance, at a time when they need encouragement, at a time when there is a tinge of romance, a search for a vocation. We all know what will happen when they are not given an opportunity for wholesome recreation. The records

> of police courts, prisons and reports of probation officers, teachers and pa-

> > role officers tell the true story. Every judge, educator or sociologist will tell you that there is a direct correlation between juvenile delinquency and crime and wholesome recreation. The records of your city probably will

fundamental instinct which
must be satisfied in some wholesome way. With
the forty hour week and more time for leisure,
the importance of recreation for adults as well as
children becomes more vital than ever before.
Millions of dollars are spent yearly by spectators
in witnessing prize fights, ball games and the
movies. Great numbers of people have sought
their recreation by being spectators and not participants. They have lost in part the joy of participation and have failed to realize that recreation is really re-creation, a revitalizing of the cells
of the human body.

HILDREN played thou-

sands of years ago;

they still play and

always will because play is a

During the past few years great progress has been made in the construction of municipal recreation facilities, but have we considered that these facilities must be maintained, that they must be supervised? Have we given sufficient thought to the permanent value for manhood and womanhood of these great assets?

Have we made an effort to appropriate sufficient funds for these

activities after federal emergency leadershipand funds have ceased to function? Have we realized that recreationis now as important as education and that unless we provide playground directors or teachers our young people are liaDreams of such open spaces as this have come true in America's most congested city. Why not dream more of them into being everywhere?



show that most criminal offenders are between the ages of seventeen and twenty-one years.

What are we doing to save these young people? What are we doing to guide them over the dangerous, adolescent period? Have we awakened the parents, teachers and city authorities to the importance of the problem? Have we opened every suitable school building for community and recreational purposes after 3 P. M.—have we lighted our playgrounds for adult recreation? Have we year-round playgrounds or just summer playgrounds?

You will say that this would cost thousands, yes, millions of dollars. Yes, it would. But do not your police, prison, parole and judicial departments cost millions of dollars? Is it not reasonable to expect a decrease in crime if we provide wholesome recreation for these young people? According to statistics, few athletes or members of boys' and girls' clubs get into trouble with the police. Those who get into trouble usually have had no opportunity for wholesome recreation.

I need not tell you the facilities available in many large cities. We have schools, parks, recreation piers, boys' clubs, swimming pools, golf courses, gymnasiums and municipal stadiums. But are these facilities being used as widely as possible? Are our schools open after 3 P. M.? Have they provided facilities for recreation for adults? Have they special rooms with suitable furniture comfortable for adults - rooms which could be used as club rooms by adolescents and adults? Have we constructed our school buildings with the idea that they are merely to be used for the education of children, or have we given consideration to the possible use of these facilities for recreational and community activities? Have we stressed the educational use over and above the community and recreational use? Is it not possible to have separate wings of school buildings for community and recreational use-separate and apart from the school proper? May we not have air-conditioned basements of school buildings which could be used for recreational purposes? Is it not possible to have pool tables, billiard rooms, handball courts in school buildings? Why may not young men be permitted to use the school workshop after school hours?

#### It "Can Happen Here"!

All these things are possible. It depends upon local organization and administration whether the possibility will become a reality—a reality which

depends upon the cooperation of municipal authorities who realize the importance of this subject of municipal recreation. If we were further to analyze the problem, we would find that it is not necessary that all recreation be entirely free. Small charges are sometimes made for dances, festivals, entertainments, swimming pools and tennis courts. Children may be permitted to take lessons in music, dancing, arts and crafts, at a nominal fee. I believe the time will come when every large city will make arrangements to permit children and adults to receive instruction in music and all the arts at a very small cost. I think the time will come when every school building will be constructed by school architects for not only education from 9 A. M. to 3 P. M. but also for community and recreational activities from 3 P. M. to 10 P. M.

As I see it, every school yard will be lighted at night for adult recreation. Every playground will be lighted and will be used for dances, festivals and games. No longer will the school vard be unattractive but made beautiful with a border of shrubbery and a few trees. The school building will become the center of community life. We shall have paid supervisors and a volunteer system. There will be cooperation between city departments to bring about the widest and best possible use of all community recreational facilities. Adjacent to every school building will be a park or playground of suitable size. Parents and children will come to the school building to seek their recreation. Each neighborhood will boast of its track team, football team or baseball team. School movies for children at low cost will take the place of some of the commercial movies unsuited, in some cases, for children to see. School gardens, backyard gardens will be promoted by local communities. Real estate operators will realize the importance of having either a private or public playground adjacent to an apartment house. As I see it, there also will be greater consideration given to multiple use of particular areas as wading pools for basketball courts and movable posts for tennis courts so that the area may be used for diverse purposes. Concrete or colprovia tennis courts will replace many of the clay or grass tennis courts. Roofs and backyards of apartment and tenement buildings will be used for play and recreational purposes.

So far, I have not emphasized the recreational program which must include all recreational in-

(Continued on-page 507)

# A Singing State—lowa!

Do FARM WOMEN like to sing? Are they interested in drama and pageantry?

Could you have seen the mammoth festival staged last June at the tenth annual 4-H Girls' Club Convention at Iowa State College you would have had the answer to these questions—an answer in song and dance and tableau.

The festival, with script by Fanny R. Buchanan in charge of the music program of the Extension Service, whose contribution to the development of music in rural districts is nationally known, was entitled "Epochs of American Girlhood." It was a natural climax to this year's Iowa music study—"Marching Through History." It was a genuine tribute to the work of the Extension Service and, as the program announced, "to rural Iowa's interest in music, fine organization and longer time programs."

A men's chorus, 4-H girls' choruses, a women's chorus and a festival chorus of 1,000 farm women and men sang in the festival, and 1,300 4-H girl delegates from 100 counties presented songs and folk games learned and enjoyed by the more than 13,000 4-H Club girls they represented. Ten thousand guests from all parts of the state and from neighboring states occupied the stadium and saw the festival.

That a festival on so gigantic a scale could be presented by thousands of people with but one joint rehearsal was a remarkable demonstration of efficiency in organi-

zation and of statewide cooperation.

#### Rural Women's Chorus Tournament

One of the most interesting of rural Iowa's singing groups is to be found in the rural women's county choruses. Forty-five county choruses with from twenty to thirty farm women in each took part in the tournament at the State Fair, and I,102 women sang in the tournament.

The high rating group in the contest was the rural women's chorus from Worth County on the Minnesota line, 150 miles from Des Moines where the fair was held. The chorus chartered a bus and drove to the fair. Members of

this group had come to weekly rehearsals through the winter months, some of them driving twenty miles through deep snow to the county seat where the rehearsals were held. When spring made side roads impassable they cut across fields, climbed fences and were "picked up" on the hard road.

#### Tournament Rules

In the tournament certain rules were strictly observed. Any group of from ten to sixty rural women above twenty-one years of age, threefourths of whom live on Iowa farms, was eligible to take part in the tournament. Each group, however, must be recommended by the judge of the local achievement day program and selected by the state fair women's chorus committee. Each chorus was required to sing "Bless This House" by Brahe and three other numbers. Another requirement was that the participating group must have appeared in public in its home county at least four times. Each chorus leader was asked to hand to the judge a written statement listing public appearances since January I, 1937, and telling the number of women in the chorus and whether they met age and residence requirements. The statement also told the number of rehearsals held each month and the total number of rehearsals attended by all members of the

The group as it assembled hearsal held the morning stage is set off by a white



chorus.

Judging. The achievement day judge scored ratings on the following points:

Quality	of	Singin	ig
---------	----	--------	----

Juai	ary of Singing		
I.	Accuracy of pitch	10	Superior.
2.	Balance of parts	10	. "
3.	Attack and release	10	44
	Diction		**
-	Beauty of tone		44

50

Organization—Points rated from January 1, 1937, as follows:

- Number of members in chorus (Each unit of 5 members above the required 10 will score one additional point)..... 10
- Spirit and appearance (Superior 10, Excellent 8, Good 6, Fair 5 and below) 10
- Number of appearances (2 points for each appearance)—total points possible 10
- Each rehearsal with all members present 2 points—total points possible.... 10

50

Suggested Songs. The songs suggested for the tournament held in June in addition to "Bless This House," were "I Dream of Jennie," by Foster;

morning of the festival. The by a white fence and pillars.

"At the center and in and through the whole lows agricultural extension program runs a golden thread of music," says Marjorie Patten in her book The Arts Workshop of Rural America. And anyone who has seen the festival presented each year at the 4-H Girls' Club Convention, or who has attended the Rural Women's Chorus Tournament at the State Fair, would heartily endorse this statement!

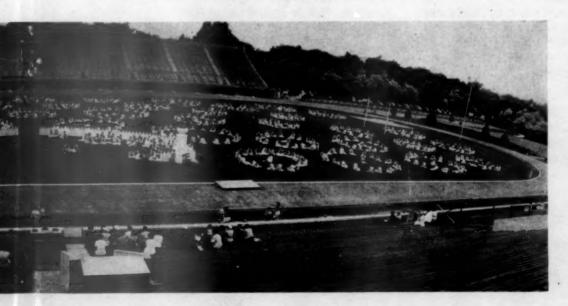
"Turn Ye to Me," by Pitcher; "Estrellita," by Arnold; "Won't You Set Us Free," by Dvorak; "An Old Violin," by Fisher; "A German Folk Song"; "My Shadow," by Hadley; "Hark, Hark, the Lark," by Schubert," and "Waltz of the Flowers," Tchaikowsky.

#### Preparing for the Music Program

Seventy-two women from forty-seven counties enrolled in the two-day training school for directors of rural music groups which was held at the Iowa State College September 16th and 17th, the first of this type of institute to be held. The women registering were directors of rural women's choruses and county and township music chairmen. The musical selections used for demonstrations were the songs to be sung by farm women's choruses next year and also music included in the 1937-38 music study for 4-H girls and farm women—"Little Studies in American Music."

"Folk dancing and folk music have been of outstanding importance among the rapidly-developing recreational activities of farm people in this country during these last years of agricultural adjustment. From the Agricultural Extension Division

> of every state college in the union have come reports of color and vitality added to one program or another by the country dances of America or folk dances of the old world. Leadership training schools, recreation institutes and the county and district councils growing out of them have all leaned heavily upon the sure enthusiasm among all sorts of people for learning folk tunes."-Marjorie Patten.



# Summer Honor Reading

By LILLIAN S. GRAHAM

THESE ARE DAYS when we hear much about increased leisure, and many plans are being suggested for the employment of such leisure in a way which will lead to richer living.

With this objective in mind the Minneapolis Public Library, in cooperation with the public schools of that city, has inaugurated a plan known as Vacation Honor Reading designed to interest children in good reading during the summer vacation. Just before school closes for the summer vacation the plan is explained to all grade children from 5-B to 8-A inclusive and they are encouraged to enter into it.

#### List of Books

The librarians select the books to be included in the list provided for each grade. Each list includes six headings—Famous Stories; Our Country and Other Countries; People Worth Knowing; Adventures in the Outdoor World! Long Ago and Now, and Stories. Every heading has at least twelve books listed from which the child chooses one.

As an example of the list, the selection of books for the fifth grade follows:

#### Famous Stories

Baldwin. Sampo.

The story of a magic mill which ground out wealth and power.

Brown. In the days of giants.

The Norse myths of Odin, Thor, Loki, Idun, Balder, and others

Carpenter. Tales of a Russian grandmother.

Colum. Children who followed the piper.

Crommelin. Famous legends.

The story of Robin Hood, King Arthur, The Cid, Roland, and others.

Harris. Uncle Remus; his songs and his sayings. Hawthorne. Wonder book for boys and girls.

Contains the best Greek myths.

Hodges. When the King came.

The life of Christ told with simplicity and tenderness. Jacobs. Celtic fairy tales.

Kingsley. Water babies.

A classic story of Little Tom and his journey to the "other end-of-nowhere."

Warren. King Arthur and his knights.

Warren. Robin Hood and his merry men.

#### Our Country and Other Countries

Best. Girls in Africa.

Brann. Nicolina, the story of a little girl in Italy.

Lomen and Fleck. Taktuk, an Arctic boy.

Means. Rainbow bridge.

Miller. Children of the mountain eagle.

Morley. Donkey John of the Toy Valley.

Mukerji, Hari the jungle lad.

Peck and Johnson. Wings over Holland.

Scott. Kari; story of Kari Supper from Lindeland, Norway.

Stein. Little shepherd of Provence.

Sugimoto and Austen. With Taro and Hana in Japan.

Upjohn. Friends in strange garments.

Washburne. Letters to Channey; a trip around the world.

#### People Worth Knowing

Baldwin. Fifty famous rides and riders.

Baldwin. Four great Americans.

Washington, Franklin, Webster, and Lincoln.

Brooks. True story of George Washington.

Cody. Adventures of Buffalo Bill.

Incidents of his life in the West among the Indians.

Haaren and Poland, Famous men of Greece.

Humphrey. Story of the Catherines.

Moores. Story of Christopher Columbus.

Power. Boys and girls of history.

Tappan. American hero stories.

Tappan. In the days of Queen Elizabeth.

Wallace. Hands around the world.

#### Adventures in the Outdoor World

Baynes. Jimmie, the story of a black bear cub.

Brown. Green gate to the sea.

Chambers. Nature secrets.

Fontany. Other worlds than this.

Ghosh. The jungle folk. V. I or 2.

Hill. Fighting a fire.

Lie. Ekorn.

A simple narrative of the day-by-day life of a squirrel throughout the seasons.

Long. Wilderness ways.

Mukerji. Kari, the elephant.

Patch. Bird stories.

Patch. Holiday hill.

Patterson. The spinner family.

(Continued on page 508)

# Some Sports and Their Development

Bu AGATHA VARELA Washington, D. C.

BOW AND ARROW, even in the modern setting of an up-todate archery contest at some

girls' school or college, suggest romance and the glamour of bygone centuries. The spectator may be looking at bobbed-haired girls in middies and shorts, but in his mind's eye he is fairly sure to catch a glimpse of brave yeomen in Lincoln green splitting willow wands at 100 paces.

Of all of the ancient peoples who used the bow, the Egyptians were the most skillful. They first employed it for war, and gained such skill with bows about five feet long and arrows a little over two feet that their archers struck terror to the souls of all their enemies.

In spite of their knowledge of Egyptian archery, there was a myth among the Greeks that Apollo, their sun god, had invented the bow, while Diana, graceful goddess of the chase, conceiving a fondness for Apollo's new plaything, appropriated it herself.

Regardless of boasts about their gods, the Greeks were less skillful archers than any of the other ancients except the Romans, who found little use for the bow in battle and enjoyed in leisure moments more vigorous sport than shooting.

#### Great Britain Takes Up the Bow

It was the Romans who first brought the bow to Britain, although the English did not begin to use it to any great extent until after the Norman invasion under William the Conqueror in 1066. William himself, a colossus of a man, owned a bow so large that he alone could pull it, and his pride in his prowess was so contagious that his new subjects became inspired with enthusiasm for archery both for amusement and for defense. Tragically enough, this weapon of which the Conqueror was so fond caused the death of his son, William Rufus, who was killed by a stray arrow

of one of his attendants while he and his retinue were indulging in their favorite sport, hunting.

Of William Rufus'immediate successors, that most romantic of rulers, Richard the Lion Hearted, was the most skillful archer. Many tales are told of Saracen army. On another occasion, followed by ten men, he rushed headlong into a body of ten

knights, he withstood the attack of the whole

his exploits with the bow. At one

time in the Crusades, leading three

hundred archers and seventeen

thousand Moslem bowmen and was pelted so hard that he bristled with arrows as a porcupine bristles with quills, yet miraculously he received not a single wound. Richard, too, met his death at the hand of an archer, a youth who sought to avenge the death of his father and brother, and whom the generous Richard forgave with his last breath and

presented with a substantial purse.

Shortly after the reign of Richard, the English began to take up the crossbow, which had meanwhile been invented and had been used to good purpose by soldiers on the continent. But by the time they became accustomed to it, the longbow, which was similar to the one we use now, developed in western England and so far outclassed the crossbow in accuracy and efficiency that it made English archers for the next two centuries the most dreaded fighters in Europe. This was the bow which served the English so well in those Titanic struggles of the One Hundred Years War, Crecy, Potiers, and Agincourt, and found its way into the heart of childhood and the realm of romance as the weapon of Robin Hood.

It seems a little pathetic that the high noon of archery's greatness was so soon passed, and that by the sixteenth century the invention of gunpowder had robbed war of the flavor of sportsmanship and the touch of glamour that the bow had always given it. Yet it was not, amazingly enough, until the nineteenth century that the bow was last used in battle, when in the Napoleonic wars an army of Polish archers was tragically matched against the peerless fighters of France.

But even if gunpowder did replace the bow in

war, the English refused to give it up, and began shooting at a target for sport. In the days of Henry VIII archery was very fashionable, and the King himself attended numerous meets. His son, Edward VI, a sickly lad who died young, found archery the one

In the October issue of Recreation Miss Varela gave us some interesting facts about the origin and spread of football and hockey. In the second article of her series presented in this issue she tells of archery and tennis and of some of the traditions and practices associated with them.

sport which his health would permit him to enjoy. The young King's diary was full of conscientious recordings of the matches he lost as well as of those he won.

In the reigns of Elizabeth and of Charles II, there were many gala meets of which the rulers were enthusiastic patrons. Yet for a hundred years after the days of the "Merrie Monarch," Charles II, the

noble tradition of the bow was completely ignored by the English, and archery was kept alive on the island only by a fine Scotch society, The Royal Company of Archers, which is still in existence and is honored throughout the land.

In 1781 a revival began in England, due to the efforts of Sir Ashton Lever who, afflicted with some ailment of the chest, discovered that archery was a healthful as well as an entertaining sport. Interest has continued in England from that day to this, so it is now fairly safe to assume that the English will not again forget to uphold the noble traditions of their "arching" ancestors.

#### In America

The history of archery in America follows the course of its history elsewhere, in that over here as well it was first used by primitive peoples for hunting and for protection. For centuries the Indian archers roamed the forests unmolested, and not until the early part of the last century did the white man become actively interested in the weapon of the redskin. In 1828, a Philadelphian, Titian R. Peale, sent on an exploring expedition through the West, became fascinated by the Indian bows and arrows, and on returning home organized an archery club among his friends called the "United Bowmen," which prospered until the Civil War. After peace was made, a new chapter for archery opened when Will and Maurice Thompson, two penniless Georgians who as conquered people were denied the use of firearms, and through ill health needed to live out of doors, went into the woods with their bows and arrows and lived as primitive, exhilarating and healthful a life as any of our cave-dwelling ancestors. A little book of their adventures "The Witchery of Archery" by Maurice started a fad for archery which resulted in the formation of the National Archery Association, an organization that has

"The bow has played a part in the daily life of men since long before the days of recorded history. Primitive men in all parts of the world fashioned rude bows from bent branches and made arrows out of pointed sticks. From those distant beginnings the bow and arrow, changing now and then in design and material, have had an unbroken record of use, first as a means of procuring food, then as a weapon of war, and finally as an instrument of sport."

been in operation from that day to this.

Since the World War, archery has spread amazingly and particularly become such a popular sport in girls' schools and colleges that it is estimated some 10,000 girls play annually.

Just what the future of archery will be it is hard to predict, for in this country as well as abroad it has gone

through its cycle as a means of hunting, defense and sport, but whatever the future may hold, archery can always hold its head high among the sports, for there never has been one which could boast a braver history or a more glorious tradition.

#### Tennis and Its Romantic History

Back in 1424, if France had had newspapers, the headlines of the sport section would have read something like this—"New Woman Tennis Wonder Startles Sporting World. Ace of Paris Players Using Only Bare Hand Conquers Men Equipped with Double Glove."

This Amazon of the court, Margot by name, comes down to us through the musty pages of sporting books as the greatest tennis player of her time. Before the day of rackets she played with her hand unprotected and could beat any man in France, allowing him to wear a glove or bind his hand with gut. Margot's great skill is particularly interesting to us, for in all the long annals of tennis up to modern times no single champion but she is mentioned by name.

In Margot's day tennis was the great national game of France. Men, women and children, rich and poor alike, played constantly, but originally it was purely a sport of the nobility. As far as its beginnings are traceable, they seem to be linked with the pastimes of the feudal kings and barons of Italy and France during the Middle Ages. In Italy the game gradually lost its hold, but in France it maintained its popularity with the people.

But in spite of widespread popularity, tennis continued to preserve an appeal for royalty and nobility which lends a touch of glamour to its history. Louis X, surnamed the "Quarreler" because of his unpleasant disposition, who reigned for two brief and unimportant years, is usually omitted from the pages of history books, but his name has come down to tennis fans full of inter-

est because his enthusiasm for the game exceeded his wisdom, and he died from a cold which he caught while playing.

In the reign of Charles V, all of the great nobles of the realm played constantly for huge stakes, and when they lost their fortunes they put up their costly clothing rather than give up the game. Their embarrassment was rendered doubly acute by a law which forbad court gallants playing in their shirts. A similar law passed by the Church Council of Sens forbad monks playing in their shirts and in public.

In the days of Henry II, skillful as were the great nobles, the King far outshone them, and history records that if the King had forgotten his position sufficiently to enter the general championship matches, he might well have won. His father, Francis I, who matched his pomp and splendor against Henry VIII on the Field of the Cloth of Gold, also played tennis in his less spectacular moments, as did his tragically weak grandson, Charles IX, and his noble and daring successor, Henry of Navarre.

Louis XIV, "The Grand Monarch," whose court was the most magnificent of all Europe, deigned to play the game which his predecessors had so enjoyed, but in tennis as in all other activities of the King, the ceremony attending a game was so elaborate that the actual play became unimportant. His Majesty had his private court, he had a carefully coached court dignitary who presided over the game, and he had a special lackey who handed him his racket. When things came to such a pass that the King could not even pick up his own racket, tennis was doomed to decadence in France. It became a mild and insipid pastime rather than a vigorous trial of speed and skill, and consequently steadily lost in popularity. Royalty had ruined it.

#### The Sport of the Tudors

Back in the days of Louis XIV's sporting an-

cestors, Francis I and Henry II, tennis had traveled to England, and there the Tudors eagerly took it up. Henry VII, the first of the Tudors, was a miserly man, yet he recorded again and again in his account books heavy losses in tennis. His famous son, Henry VIII, played from his early youth

"In France tennis developed such popularity that courts were built all over Paris, laws were passed permitting citizens to play only on Sunday so that the rest of the week they would attend to their honest labors, and the King, due to widespread complaints from his good people about the poor quality of their tennis balls, was forced to issue an order that all balls should be made of the best material obtainable."

until his portly figure would no longer permit, and always bet heavily. Certain of his courtiers with an eye to business brought some skillful Frenchmen and Lombards into court to play with the King. Henry lost consistently for a while, and his courtiers, betting against him, lined their pockets with gold, but he discovered the plot at last, and in righteous anger dismissed the foreign players and the crafty courtiers together.

Today at Hampden Court in London there still stands the tennis court which Henry VIII built in 1529. Though used even today, it is yet peopled by the ghosts of the past, for Henry played there himself, Elizabeth the Queen watched many matches from the luxuriously fitted gallery, the martyred Charles I, and his son, the "Merrie Monarch," used the court often, and Albert, husband of Queen Victoria, habitually frequented the historic old place.

#### A Revival of Interest

In England in the eighteenth century, as in France, tennis declined in interest, only to be revived in 1874 by a meeting of enthusiasts at Londs' Cricket Grounds. They revised the scoring, changed from rubber balls to flannel covered ones, and developed the shape of the court from the sort of hour glass which they then used to the rectangle we play on today.

#### Tennis Comes to America

That same year tennis was first introduced into America by way of Boston. Six years later the first open tournament was held, and in 1881 the U.S. National Lawn Tennis Association was formed.

The game has gone far since the days when players achieved commendation for "passing a ball backward and forward eighty-three times before grounding it," when men wore long tight trousers and high stiff collars on the court, and women appeared for their game in broad brimmed

hats, corsets and voluminous skirts, instead of shorts.

New faces, new figures— Tilden, Cochet, Vines, Perry, Suzanne Lenglen, Helen Wills Moody, Helen Jacobs—have constantly flitted across the tennis horizon. Every season new players appear, each with an individual

(Continued on page 509)

# A Plan for a Chamber Music Society

A FEW OF US have at various times during the past few months been talking over

our interests in chamber music playing. Out of our talking has grown a plan for a chamber music society which I have been asked to present to you. This plan, be it understood, has grown directly out of our enthusiasm for chamber music playing itself. (No one wishes merely to exercise his organizing ability or to be a president or to gain prestige or material profit of any kind.)

#### Purposes

One purpose in this

plan is to make it possible to have every now and then such a gathering as we have this evening for musical enjoyment, a sharing of enthusiasms, for further inspiration and enlightenment and for fellowship. While this is not the first or even most important purpose we discussed, I will describe it first because we are in a measure carrying it out this evening. The things we have thought of as happening at such a gathering are as follows:

I. One or more specially practiced groups to play

The music they are to play should include some compositions generally unfamiliar, as well as some well-known works, all of it, of course, excellent and very enjoyably done. The less familiar music played in a year's gatherings would include some fine works by old masters such as Corelli, Purcell, Vivaldi and the still older and wonderfully inspired Frescobaldi, but also new works, especially some by our American composers. It could, incidentally, be a fine sort of stimulation to our composers to know that such a way is being used to introduce new chamber music to many amateur players. Thus the members of the society would have a ready and delightful means of being introduced to more music worthy of their interest and

By A. D. ZANZIG National Recreation Association

The plan is given here exactly as it was presented by a group of fifteen amateurs including two recently graduated from a high school orchestra, four professional musicians interested and experienced in chamber music playing, the director of music in the public schools, a university official who is expert in matters of administration, and the music chairman of a recreation commission. The chairman of the meeting was a distinguished scientist and amateur chamber music player, and the secretary was a professional musician. The meeting was started with the playing

group comprised of two students and two high school graduates, and it was closed with the playing of a short Vivaldi Suite for two violins and piano played by adult amateurs, followed by a Mozart Quartet played by the first group mentioned.

of two movements from a String Quartet by a

playing. We assume that one of the main interests of a chamber music lover is to explore more

of it.

When appropriate, there could be some brief informal talk about the music in which, among other things, matters of style and phrasing and also especially lovely or otherwise interesting features in the music could be brought to attention and demonstrated. The music to be played by the specially practiced groups could be announced in advance so that members wishing to do so could bring

scores or parts to read as they listen.

There might sometimes also be what can be called vocal chamber music such as the madrigals and other contrapuntal choral music of the 16th and 17th centuries, or later chamber choral works with instruments — Bach Extended Chorals and the Cantatas, Pergoleci's Stabat Mater for women's voices and strings, various works by Holst and Vaughan Williams; also works for vocal solo with a chamber instrumental group.

2. All members having brought instruments, others besides those in the specially practiced groups, would be given opportunity to play in small groups—playing a well-known quartet or the like, or a less familiar work such as those mentioned above, or a work requiring unusual instrumentation like a sextet, septet or octet, some of which would call for one or more woodwind instruments as well as strings.

A committee in charge of the whole program might choose beforehand some or all of the members who are to be invited to play in a small group on a certain evening, thus ensuring a good matching of players for the music chosen, and a rotation of opportunity. This committee would see to

it also that enough simple but substantial music is chosen from time to time to provide opportunity also for less advanced players.

- 3. A work for a larger number would also be played, in which many, perhaps all, of the members could take part. Examples of such works are the Bach, Handel and Purcell Suites for String Orchestra, Concerti Grossi by various composers, Mozart's Eine Kleine Nachtmusik, Sinfonias from the Bach Cantatas, Holst's St. Paul Suite and other old and modern works for chamber orchestra.
- 4. A brief talk related to chamber music, or informal demonstrations of musicianly phrasing or figuring given by a masterly player
- 5. Occasionally a reception to a great quartet or other professional chamber music group when it is in the city, or even to a great soloist

At such a reception there would be some playing by the honored guests if the conditions for it were in every way appropriate.

# 6. Sociability, including simple refreshments

A second purpose we discussed is to provide what might be called an "Amateurs' Exchange" through which a member or incomplete group of members wishing to play might find the additional players needed. A trio or quartet wishing to play music for a quintet, sextet or larger group might likewise be served.

This purpose could be carried out through maintaining an annotated list of players who are interested in it, and also incidentally through acquaintanceship and arrangements made by players themselves at the society gatherings.

A third purpose is to aid in making the printed music available.

The society itself might build up a loan library of its own, doing so through donations or extended loans of music or through funds to purchase music. Arrangements might also be made for a special edition for the chamber music society of certain works such as were mentioned earlier, that are not now in common use. These arrangements would provide for purchase of any of these works by any member at the cost of publishing them, though outsiders would have to pay for them at a rate giving profit to editor and publisher. If the public library or other agency has any good ensemble music to loan, a list of it might be kept by the society for the convenience of the members.

A fourth purpose is to aid in the procuring of good coaching where it is desired.

A love of playing chamber music leads naturally to a wish to play it better and to enlarge one's experience of such music. An excellent player who can help carry out this wish, doing so in the amateur spirit, is very welcome indeed where that love exists. For example, a two-weeks school of chamber music held in Bangor, Wales, this summer was attended by thirty-nine amateur quartets, every one of which had forty-five minutes of expert coaching every day. The rest of the time was spent in private practice. The evenings were devoted to concerts by the Menges Quartet for the delight and inspiration of the amateurs and their tutors. This school has been held each summer for nine years with ever-increasing popularity.

A selected list could be kept of players capable of coaching amateur chamber music groups. These players might be professionals, advanced students or advanced amateurs. Ideas as to most desirable ways of coaching could be shared with these players, and the cost of their service would probably be low because of their interest in the character and purposes of the society and because of the society's service in helping to arrange for their engagements.

Another purpose is to have available, if possible, for members' use, a number of violas and perhaps some other instruments not commonly owned but often much needed. There might also be need for help in finding suitable places to "rehearse," such as in community centers, settlements and churches, for groups not wishing to play in their homes.

# For What People?

The people, all amateurs, whom we have thought of as being served by these purposes are, first, persons who already play in chamber music groups; secondly, persons who play in orchestras but have not been playing in any chamber music group, though they would be interested in doing so in addition to playing in the orchestra; and thirdly, persons who at some time have learned to play an orchestral instrument well but because of preoccupations with other affairs or else lack of suitable opportunity are now not playing. Among those last mentioned there are likely to be many young graduates of high school or college orchestras, graduates of music schools, and young men and women who studied with private teachers. Some of them and other interested people, though unable to play chamber music, would be happy to play simple ensemble music such as the slower sections of Suites by Handel, Purcell and others, and the slower madrigals, Bach chorales and other choral music "apt for viols" as the Elizabethan choral composers used to say. Through this music and individual practice the less advanced players could soon grow into playing real chamber music also.

We feel that the phenomenal increase in the number of young people playing substantial music in school and college orchestras offers opportunity for a development of amateur musicianship in homes and elsewhere out of schools that, besides its deep satisfactions to those who play, would do more for musical culture in our country than anything else could do. It is commonly assumed by these young people and by most other people that the only way to provide continued opportunity for them is through an orchestra. And such provision can, of course, be of great value. But there may be great difficulty in securing a capable conductor suited to all, and also in obtaining a proper balance of instruments and combinable levels of skill among those who want to play. Moreover, because of the size of an orchestra and its need to give public performances, the members often have to undergo pressures and constraints from outside themselves, and to bear also the risk of disbandment because of failure to get adequate or worthy audiences. The small fellowship of real amateurs is free of these prices and perils of bigness. Its pressures toward excellence are likely to be as strong as those of an orchestra, but they are from within the players themselves, and so are deeper and more transforming of the individual

and of the music. In any event, it is chamber music that we are at present most enthusiastic about, and so we would like to see what could be done through providing attractive opportunity to play such music. A chamber music society could give to this ideal pursuit the happy standing, the prestige, which we believe it needs in the midst of the prevailing tendency toward bigness and sensationalism.

It may be said that in many instances the instrumental instruction of the school and college graduates has not been what is should be, that it also has of necessity tended strongly toward bigness, which, though impressive in its general effect, may be detrimental to individual development. But assuming this to be true, though not true in some schools, there is all the more need to bring about in the world outside the schools an interest in playing in the small group with its obvious and welcome need for excellence on the part of each individual. If this interest is developed and given standing outside of schools there is every likelihood that, under present conditions in the schools, it will find its way into more of them. There might well be a junior chamber music society in a school, or players in school chamber music groups might be given junior membership in the outside society, the community's fellowship of such players.

We have thought that by far the largest proportion of the interested people would be string players, but there would also be pianists and perhaps harpists and there could well be woodwind and horn players also. And their major interest would be in playing in their own respective groups at home. The gatherings, such as the one of this evening, would occur only seldom, and the members would be under no obligation whatever to attend them.

We would reach players, to invite their interest, through acquaintanceship, through the leaders or other officials of amateur orchestras, and through the cooperation of high school, college and music school officials.

# SOME OUTCOMES OF THE MEETING

Progress has been made in putting the plan into effect. The room in which the first meeting was held, a moderate sized art gallery in a building owned and used by a private art organization, will be available without charge for future occasional meetings of the society. One of the amateurs and two of the professionals who own large libraries of chamber music have offered to put much of it in responsible charge of the society to be available for loan to students. The music chairman had offered aid in secretarial work, and free use of office space has come from the university official and the Recreation Commission. A steering committee of seven was appointed and a date was set for the next meeting, at which there will again be music, the committee will report, and the project will very likely be set into organized motion.

# Are You Interested?

Now you have heard the purposes. We have a plan for carrying them out, but before presenting it we would like to know what you think of the idea of having a chamber music society and of these purposes that have led us to think it a good idea. Unless a goodly number of amateur musicians would welcome such services as we have mentioned, and prize them for others as well as for themselves, there would be no warrant for going further with the plan. And the attitude of each of us who is here this evening would be an important indication of the amount of interest we are likely to find among other amateurs.

What do you think of the idea in general, of having a chamber music club or society? (Discussion is invited.)

If you think well of the idea, let us now consider each purpose in turn and what would be needed to carry it out. Then we shall be ready either to consider a definite plan and definite next steps for giving reality to our ideas, or to decide that, as least so far as the present gathering is concerned, we have already gone far enough. In either case we will have had a pleasant evening of music and can go home in a pleasant mood.

There should also be various committees to perform such specific functions as we came upon in the chart, the chairman of each of these to be a member of the executive committee. But no committee should be appointed until it is really needed. That is all that is needed for organization.

I suggest that the present chairman be asked to appoint a steering committee to go over the whole plan still more carefully, to determine for it some such simple form of organization as has been suggested and to consider what other especially capable persons might later also give special help to make the project successful. It should also gather information and conceive ideas as to as many of the following items as are regarded necessary in the beginning: the reaching of more players, raising funds, securing coaches and music and instruments, office space and other equipment,

# Purposes and Needs

	- m-p-				
Purpose Gatherings and Programs	Material Needed Suitable place File and cards Printed notices Stationery Typewriter Desk Postage Office space Telephone	Help Needed Committee to choose Secretarial help Program committee Talks and demonstrations by masters	Expense Items Rent Part-time secretary File and cards Printing Stationery Typewriter Desk Postage Rent Telephone		
Amateurs' Exchange		Secretarial	- cropmony		
Library Coaching	Binders and labels	Secretarial Committee to choose Committee to choose Secretarial	Music purchases Binders and labels		
Instruments		Secretarial			
Reaching More Players	Printed statement	Someone to present plan to groups	Printing Postage		
Direction and Control		Executive committee Executive secretary or the chairman of Executive Committee	Part-time salary for executive secretary		

### Definite Planning If Warranted

What suggestions have you for supplying any of the expense items without cost? (Secretary to list suggestions.)

Which of the expense items could we do without, at least in the beginning?

What suggestions have you for getting money to carry the cost of the remaining expense items?

Now, it seems, a plan of organization for our purposes is already clearly implied in the chart of purposes and needs that we have made and discussed. There should be an executive committee of which the chairman might be presiding officer at meetings. This committee should have a vicechairman also, and a secretary and a treasurer. and last but not least, a good secretary. A modest and simple beginning nurtured by real enthusiasm for the playing and fellowship will likely lead to larger, better and more lasting growth than a big one hard to manage.

I suggest also that another such meeting as we have had this evening be held soon, at which the steering committee will report and be ready to set the project in motion. The time for that meeting, and if possible the place, should be determined this evening. A program committee to make that meeting as interesting and worth while as possible should also be appointed either within or outside the steering committee, but if outside, the chairman of it should also be a member of that committee.

# A New Community Center for Negro Citizens

By HARRY K. PARKER

FOR MANY YEARS Greensboro's Negro population has felt

the need for a community center building where recitals and winter and indoor recreational activities could be held and where the members of the community might meet for fellowship and discussions of community needs. Public school buildings and college gymnasiums were helping to meet the need but facilities were inadequate.

Two years ago the Greensboro Recreation Commission, of which Daniel Neal is director, the city manager, the Reverend R. T. Weatherby, civic leader, and engineers and workers of WPA began planning for a new recreation center. Funds were provided by the city and WPA for the building which cost \$60,000.

Last August the building and swimming pool were completed. There were opening day ceremonies and celebrations which included dedicatory exercises, a water exhibition, and a inspection of the new plant. Thousands of people attended, including city, school and WPA officials, community leaders and members of the community. The new center was named the Windsor Community Center and Pool in memory of the late William Windsor, who in years gone by had worked indefatigably to provide wholesome recreation facilities and activities for the city. It was a momentous day for Greensboro. At last the Negroes of the Gate City had seen their dreams come true!

# The Summer Swimming Program

The center began its brief summer program of activities, which lasted only 24 days, with swimming and water activities in the beautiful, spacious pool, opening with a gala swimming and diving exhibition at night when 2,000 people gathered under the gleaming flood lights to see the spectacle. The pool, which is 100 feet wide and 175 feet long with a depth of from 2 to 11 feet, is well equipped with diving boards and

towers, filters, pumps, a chlorinator and a draining system. The basket room contains 1,000 hangers to accommodate as many bathers in a day. In planning for dressing rooms a partition was set up in the center of the auditorium of the building divid-

ing the floor into two parts, one for use as dressing rooms for women, the other for men. Cocoa matting was laid on the floors. As the men's and women's shower rooms and lavatories have convenient openings to the auditorium on the respective sides, this use of the floor space proved exceedingly practical and satisfactory.

The staff personnel of the swimming pool numbered twenty volunteer and regular workers, including four Red Cross life guards, cashier, locker room attendants, inspectors of bathers, a director and an assistant. A total of 5,000 bathers and 16,000 visitors attended the pool and grounds in 24 days.

The public supported the pool whole-heartedly and it became the talk of the city. A fee of 20 cents for adults and 10 cents for children was charged bathers, with half price on ladies' day and boys' day and special rates to groups, clubs and picnickers. The pool was open from ten in the morning to ten o'clock at night, the swimming season concluding on Labor Day with a group of about 400 people taking a final plunge. Music sent through amplifiers from a combination phonograph and radio in the office added to the delights of swimming.

Twenty local and near-by churches held picnics and outings on the grounds surrounding the center which provide tennis and paddle tennis courts, playgrounds, picnic grounds and baseball diamonds.

#### A Rich Indoor Program

With the close of the swimming season, arrangements were made at once for indoor recreation and civic activities. The partition separating women's and men's dressing rooms was taken down, mats were rolled up, and ball and game courts were marked on the floor. Both club rooms and office were arranged to accommodate club

activities, handcraft groups and educational classes. A public mass meeting to introduce the indoor program of activities to members of the community was held at

(Continued on page 509)

Mr. Parker, the director of recreation of the Negro Division, Recreation Commission, Greensboro, North Carolina, tells how a dream of many years at last came true in the recent opening of the Windsor Community Center for Negroes.



Photo by Jack Spencer, WPA, and Art Whitmer, NYA

# "Don't Double Your Show!"

As THE GIANT floodlights flashed on, they revealed a spectacle of colorful pageantry when the entrance parade

of Chico's 1936 playground circus started its dignified march. From the opinions of the early comers who were drafted to help pin up paper costumes or smear grease paint on hundreds of excited children in the hub-bub of back stage preparation, to the unasked for praise of several civic leaders and the outspoken platitudes of the newspaper reporters, the circus was declared an outstanding success.

Hundreds of parents traveled home happy and proud of their performing offspring; countless numbers who helped in the dressing or served in the concessions went home tired but pleased at sharing the success of a community venture. In the traffic delays caused by the attempts of a third of the city's population to get home from the circus at the same time, people who had seen nothing of the color of recreational art before remarked at the brilliancy of the costumes made from paper and cheese cloth and colored with calsomine. They drove home amused by the fun of the acts, pleased that the towns' children could take part in such an enterprise. The circus of

By RALPH E. HENSLEY Superintendent of Recreation Chico, California

1936-was a success, even in the balancing of its profit and loss sheet. In an after-circus party for the circus director, bigger

and better plans were laid for 1937.

As was the case a year ago, the day of the 1937 circus was sweltering and the evening warm. Again the cool football turf seemed to refresh the waiting crowd packed into the grandstand and the rows and rows of portable bleachers. The three rings repeated their successes of countless children in clever acts, as the bigger circus of 1937 got under way. Amazed, a breathless crowd watched the opening parade—a parade that was longer, more colorful and with more variety than the previous year. Seventeen acts involving hundreds of lines and actions climaxed themselves in one grand tableau that rivaled professionalism. Eight elephants, eight zebras, sixteen horses, as compared to four elephants, two zebras, and four horses, show detail changes that characterize the total changes of the circus. More concessions, bigger painted back drops, larger side shows, expansion in every detail-a bigger circus this year. Again at the end of the show people rushed to congratulate the directors, exclaiming that it was the greatest show ever!

But we knew better!

# It was Too Big!

From those final, frantic moments of getting everything ready for the opening we knew that we had made a mistake. Our show was too big! With mouth full of pins and with needle in hand, the director looked at the makeup assistant and her assistants, at the lines of excited, ever-moving children awaiting their turn to be made up, and nodded her head as much as to say, "what in the world are we going to do with them?" More help was needed; more diplomacy was imperative. The leaders furnished it! Last minute scurrying for costume repairs or properties, and hurried searches for performers through the masses of children backstage, proved without a doubt that our show was so big that it was cumbersome!

In '36 we vowed that on top of our success we would double our show in '37. Ambition nearly worked us to death! Doubling the size did more than double the work. More costumes, more materials, more equipment, and more instruction gave the task of putting on our doubly-big circus four times its previous difficulty. Our art leaders needed child help in the craft classes to paint costumes; our dramatic leaders needed many of the same children to work on their routines, and mothers claimed that we were stealing all the children's hours. Two leaders would seek the same piano, and the directors were using every bit of all their diplomatic powers to keep everybody happy in the final hours of preparation. Each leader's teaching load was tripled and consequently their hours increased; other phases of the regular playground and community program were neglected.

Our largest problem came in the middle of our last month of rehearsals as one of the directors of dance, dramatics, art and tumbling came to the circus director for a skit re-write. Something had to be done for the children who were not skilled enough to keep up with the routines that the average youngster could learn. Last minute revision of acts thrust in many parts that were purely background sections. It had to be, yet it was difficult to explain to parents that their children were unable to learn fast enough to keep up with the average. It had not dawned on us before that such a circumstance would arise. It arises in

athletic teams regularly; in music classes; in dramatic classes. But in each of these instances the poor performer was shoved into the reserve list. We, on the other hand, were pledged to use all who wanted to participate!

# And Costs Were Doubled

The ballyhoo, news stories, and the three rings remained the same in their cost as in 1936, but all other expenses were doubled. To prepare for a double crowd we had to transport movable bleacher seats which meant more emergency labor costs than ever before. The larger equipment meant more time for installation and more cost. Twice the number of costumes made the purchase of twice the amount of material necessary. With all the considerable help of the NYA and WPA much additional labor had to be hired. As the first rehearsal of our show under the lights showed us that we would have to have at least two dress rehearsals, we found our light bills tripled over that of last year.

As our show went off, we estimated that our cost was slightly more double that of the 1936 show. Our income is made by taking a collection and by the selling of the concession materials and side-show attractions; thus we are able to keep within our policy of free public recreation. To keep our books balancing for our '37 show we would have to gross over twice our last year's receipts. Approximately one-third of our incorporated city limit population attended our '36 show. We dared not hope we could double our attendance but we planned to seat and stand onehalf the city's adults. We had them too, but we found no relationship between the collections taken from one-third the city as compared to onehalf the city. The "take" was only slightly above that of '36, so we went royally in the hole.

True, though, our taxpaying citizens received a pleasing view of its newest public service, so from that viewpoint we were quite satisfied with our double circus. But next year we plan to polish and cut, using the surplus children in the concessions and side shows, and we will have a better show more efficiently operated, with a profit and loss sheet at the end of the year showing only black.

So don't double your show until you have considered the scope of your community and playgrounds!

# A Small Community Achieves Its Goal!

A community of 2,500 people proves that size is not the determining factor when it comes to securing a community recreation program!

By ETHEL BURNS BREED Chairman, Recreation Committee Board of Education Cornwall, New York

WHEN THE ANNEX was added to the Cornwall, New York, High School in 1929, the voters were promised its use as a community center. During the depression there came an increased demand from young people leaving school for the opportunity to continue in the evenings the activities they had previously enjoyed at the school.

The population of the school district is about 2,500, 800 of whom are voters. From surrounding areas about 6,000 people may be drawn upon for center activities. Many, of Scotch or English origin, are connected with the carpet mill or with other industrial plants. There are six schools, public and private, five churches, a hospital, a farming area, a sprinkling of professional people, the characteristic Main Street population, and a few more or less affluent summer residents. Apart from a handful of chronic objectors, the people of the community have a strong social consciousness, shrewd intelligence and a desire to achieve the best possible in community accomplishment.

#### The First Steps Are Taken

The demand for basketball in the gymnasium led early this year to the appointment of a committee of the Board of Education to study the situation. At its May meeting the board approved the committee's report authorizing a referendum vote. Letters were sent to each of the fifty-six organizations in town inviting them to come to a meeting to discuss the organization of a community council, and notices were put in the papers. Everyone interested in community welfare, it was announced, would be eligible for membership in the council. To a representative gathering explanation was made of what a community center would mean, why Cornwall needed it, and the following statement of board policy was made:

"The District Board of Education must maintain full legal responsibility for school property and all that transpires therein or thereon.

"The Board of Education resolutely refuses to have activities of the Community Center in any way encroach upon the successful fulfillment of the regular school program.

"Inasmuch as the school staff of faculty and building custodians have their working energies fully occupied by the day-school program, the duties of the Community Center shall in no way devolve upon them."

The National Recreation Association helped with advice and a speaker. One large and several informal meetings were held, a commencement speaker talked on the subject, and six seniors held a panel discussion on their future use of leisure time. Pamphlets were distributed and a house-to-house campaign was made.

A successful referendum vote resulted in securing the \$2,000 asked for. The referendum read:

"Shall the District, in order to authorize the use of the school building, its facilities and equipment for a Community Center, appropriate a sum not to exceed \$2,000 and not less than \$1,200 to cover all expenses incidental to the supervision, operation and maintenance of same, for as long as the appropriation lasts?"

With the vote successfully accomplished, the Community Council elected its executive committee of five members to cooperate with the committee of the Board of Education. Acting jointly, they approved the following budget which was later ratified by the board:

Director's	salary					9	.\$	900.
Building (	Custodi	an						390.
Heat, ligh								
Incidental	expen	ses						260.

(Continued on page 510)

# You Asked for It!

Question: There is an area in one of our parks that has been set aside for surfacing with concrete, apparently for roller skating during the summer and ice skating during the winter. Further, we have some idea of putting a tennis court in the center section during the summer months which could be removed during the winter, when the entire area would be flooded for ice skating. Have you available information on some such project now in operation, the difficulties encountered and similar information?

I should also like to receive any data you have on the success of bituminous tennis courts.

-Clarence H. Hoper, City Manager, Alliance, Nebraska.

Answer: The plan of flooding concrete tennis courts for ice skating is a practicable one and is now in operation in many cities. Net posts can be removed without difficulty and since backstops do not have to be removed when the area is used only for ice skating and tennis, no particular difficulties are encountered. Single courts are sometimes flooded, but since a larger area is more desirable for ice skating a battery of two or more courts is preferable for this combination use.

Where facilities for roller skating are provided they are usually separate from the tennis court, the reason for this being that the roller skating season coincides with the spring and fall tennis season. Whether or not it is practical to have a separate area for roller skating depends on the popularity of this sport and the proximity of the park or playground to the neighborhood to be served. In a few cities large wading pools are used for roller skating in the spring and fall. In the opinion of recreation authorities when a special area is provided for roller skating the circular track is most satisfactory. In the plan you suggest you are apparently thinking of removing the tennis backstops when the proposed area is used for ice skating. This would involve considerable expense and trouble. If the outside area you plan

to use for roller skating were large enough it might not be necessary to remove the backstops provided the ice skating were restricted to the outside area.

Another possible plan might be that described by the Portland Cement Association which involves a concrete space 112 feet long and 60 feet wide and may be used for tennis and ice skating. This is surrounded by a 10 foot strip of grass and outside this is a concrete strip 14 feet wide for use as a roller skating rink. If the inside court is not large enough to serve as an ice skating rink for the skaters in your community, the outside rink might also be used although it would be necessary to provide a curbing, and this would add considerably to the expense. A copy of this diagram may be secured from the Portland Cement Association, 33 West Grand Avenue, Chicago, Illinois, which can supply you with information on comparative costs and on technical features involved.

In recent years there has been a great deal of experimentation with various types of bituminous surfacing for tennis courts and other play areas. While these experiments have not progressed to the point where it is possible to recommend a standard type of surfacing, bituminous surfacing has found increasing favor among recreation executives. The less porous of these surfaces are suitable for flooding to make an area usable for both tennis and ice skating.

In a pamphlet entitled "Standard Courts for Tournament Play," published by the United States Lawn Tennis Association, 120 Broadway, New York City, a report is presented of a study made by that association for its members. The committee making the study recommended that for clubs having the financial resources to install and maintain them the first choice for a court for standard court play would be a patented, quick drying court. Some of the courts of this nature are En-Tout-Cas, Har-Tru and Rubico. The second choice would be good clay. For clubs desiring to eliminate upkeep, maintenance and groundsmen expense the first choice would be an asphaltcomposition court such as the La-Kold courts built by the American Bitumuls Company and the

Cork-Turf type of courts built by the Cork-Colprovia Company. This same recommendation was made for colleges, universities and high schools. (Continued on page 510)

Are you finding this Question and Answer page helpful? We want to remind you that we must have your assistance if this department is to be as valuable as it should be!

# WORLD AT PLAY



Courtesy Cincinnati Public Recreation Commission

Venetian Nights in Oklahoma City OKLAHOMA City's first annual "Venetian Nights" was a beautiful spectacle.

Over 740 children from twenty park playgrounds, each with a homemade lantern, took part in the serpentine line of march. The smaller children marched on the sandy beach accompanied by accordion music; the older boys and girls waded in the shallow water, while twenty had boats and floats maneuvering in the deep water.

Playgrounds Go
"On the Air"

THE playgrounds of the Public Recreation Commission of Cincinnati, Ohio, were

turned into broadcasting studios two mornings a week during the past summer. A mobile unit of the WSAI Radio Station rolled up to a playground, the microphone was set up before an excited group of children, and different boys and girls were interviewed concerning the various activities going on at that playground. Some of the members of the Playground Mothers' Club or some citizen of the community particularly interested in that playground were invited "to say a few words" about it. The program lasted fifteen minutes.

All members of the Playground Mothers' League were told about the broadcast so they might listen in at home, the primary purpose of the broadcast being to publicize the various playground activities. The broadcasts were well received and, needless to say, the children thoroughly enjoyed the opportunity of speaking before a microphone. Each time a radio program was given, a supervisor from the central recreation office was present, assisting the play leader and radio man. There was no money expense involved as far as the city was concerned for the radio people, motivated by civic interest, cooperated wholeheartedly with the Recreation Commission.

A New Jersey County Promotes Dancing SEPTEMBER marked the close of the second season of public dances conducted

under the auspices of the Essex County, New Jersey, Park Commission. Last year the dances were held in Riverbank Park only. They were so successful, however, that this year they were held in Independence Park as well as Riverbank, the concrete area being used as the dance floor. WPA orchestras provided the music; children were permitted to dance until dark. The conduct of the dancers was excellent and no difficulty was experienced in getting them to adhere to the following simple rules: Men must wear coats, may not wear hats while dancing; no one may smoke on the dance area; partners may not separate, swing each other or otherwise break; men may not dance together. It is hoped that next year dances will be held in still other parks where facilities permit.

# SELECT ORANGES OF QUALITY

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Preserve the School Sites!-Eight years ago the Reading, Pennsylvania, School District sold an abandoned building and site to an individual for \$11,000. The building was torn down but fourteen large elm trees remained. The site was located in a district where there was no open space for a radius of one mile, and the need for a playground was urgent. In the meantime the Board of Recreation had started a campaign to save abandoned school sites. Civic clubs and newspaper editorials were continually urging that old school sites should be used as neighborhood playgrounds. For the past three summers the Board of Recreation was granted permission by the owner to use the abandoned school site without abatement of taxes. The playground leader immediately organized a Parents' Playground Association which in turn helped arouse interest by trying to get the city to purchase the site. A pleasing climax of this story came when Mr. William W. Essick, a public-spirited citizen, saw the need for a playground and bought the abandoned school site this spring, deeding the property to the city of Reading. Not only did Mr. Essick purchase the property but he repaired the stone wall and built a chain link fence about the ground.

Archery in Syracuse—The Municipal Recreation Commission of Syracuse, New York, has provided an archery range at lower Onondaga Park. Smith T. Fowler, Secretary of the Commission writes, "You can readily visualize the beauty of this play spot. The participation in this one activity of archery is an indicaton of what recreaton has meant to the city of Syracuse."

An Archery Contest by Mail—Archers of Blackburn, Lancashire, England, and a team from Columbus Park, Chicago, Illinois, are conducting an archery contest by mail. The contest grew out of the correspondence between Harry McEvoy, Jr., editor of a book on the history and technique of archery, and Harry Kellett, director of the Blackburn Community House, who wrote Mr.

McEvoy telling him how much he had enjoyed the book and reporting on the progress of his English team. In addition to archery scores, publicity, scores and pictures of teams will be exchanged as tournaments open in golf, checkers, bowling on the green, and free throw contests in basketball. If the Blackburn Community House wishes it samples of handicraft will also be exchanged.

A New President for the National Playing Fields Association—From the inauguration of the National Playing Fields Association in 1925 until his accession to the throne, His Majesty the King had, as Duke of York, acted as its president. His Majesty, according to a recent issue of Playing Fields, has consented to become a patron of the association. At the annual general meeting Lord Derby was made president.

Physical Training in Great Britain — The Great Britain Physical Training Act, about which information has appeared in previous issues of Recreation, came into operation on July 13. The substantial effect of the new 1937 act, according to School and Society for September 4th, is to extend the existing powers of providing community centers to carry into adolescent and adult life the social and physical training which plays such an important part in modern elementary, secondary and technical schools. Under the act local authorities are now empowered to provide and equip holiday camps.

Where the "Cops" Are Friends,-The children using the Union County Park System playgrounds and parks of Union County, New Jersey, do not greet a man in a park policeman's uniform with the all too-often-heard cry, "Cheese it, the Cops!" and run pell mell for cover. The park policemen are their friends, not foes. You can't help feeling friendly toward a "cop" when he comes to the playground to show you how fingerprinting is done, teaches you how to play games, talks on nature study, first aid, civic responsibility and why crime does not pay and takes great interest in your activities and sees to it you have an enjoyable, safe time. For that is the policy of the Union County Park Police-to take a "big brother" attitude toward the children in the parks and on the playgrounds.

Gift Spots Dedicated—The Cleveland Foundation of Cleveland, Ohio, last summer presented

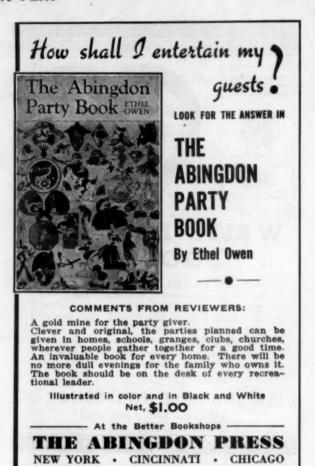
the city with two well equipped playgrounds. The larger of the grounds is on property which has been leased; the smaller on city owned land. Five thousand people were present at the dedication of the grounds when a program of music, folk dancing and speeches was offered.

Detroit Puts on a Circus-All summer long Detroit playground children made preparations for their twelfth annual circus at Belle Isle. More than 1,500 boys and girls took part in this exciting spectacle, and among the performers were fifty-eight clowns, about 200 acrobats, forty-eight Egyptians with simitars, forty-eight wooden soldiers with rifles, forty-eight Arabians with three kneeling camels, and 126 Indians with tomahawks. All kinds of trained animal acts were on the program, together with all the stunts and acts which supply the thrills for a circus. Mrs. Lottie Mc-Dermott Colligan of the Department of Recreation was chairman of the executive committee in charge of the circus, of which William Koch was organizer. The performers for the circus were recruited from sixty playgrounds. There were only 100 entries in the circus wagon contest sponsored by the Department of Recreation and judged by members of the Fisher Craftsmen Guild.

Extra-Curricular Activities — School Activities, the extra-curricular activity magazine edited by Harry C. McKown and published at Topeka, Kansas, announces a program of expansion that will be of interest to teachers. The magazine, which has heretofore confined itself to the activity interests of high schools, will from now on include the elementary school in its scope.

Recreation Proves Its Value—The probation officer of the Juvenile Court at South Bend, Indiana, tells of eight boys brought before the court who had caused \$30,000 worth of damage and had committed 470 crimes. They were organized into a Rangers' Athletic Club, and in the course of the next three years only two of them came back to the court. These two were reported by the club members themselves. One of them proved to be definitely a mental case.

When it was found that the new Sylvan Ball Park in Oklahoma City was suffering from mischievous destruction at the hands of the boys and girls, arrangements were made with the owner whereby a playground supervisor was assigned to organize junior leagues in the community in



which the park was located and to use the ball park each morning throughout the remainder of the season. The experiment was a decided success.

150 Fifth Avenue 420 Plum Street 740 Rush Street

Folk Dancing in Washington Square — The Folk Festival Council, in cooperation with the Department of Parks, New York City, presented its fourth annual folk dance festival on Labor Day. For two hours gaily costumed dancers representing seven nations danced near the fountain in Washington Square to the delight of an audience of 2,000 onlookers, who agreed, according to the New York Times of September 7th, that the basis for international peace should be dancing.

Recreation and Engineering—The late Harrison P. Eddy, before his death on June 15, 1937, had prepared a paper on "The Next Fifty Years" which was read at a luncheon meeting on June 16th and later published in the August issue of Civil Engineering. Harrison P. Eddy had been President of the American Society of Civil En-



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gineers. He was optimistic as to the future open to engineers. He particularly mentioned recreation as one attractive possibility. He stated that one of the greatest problems created by recent changes is what we shall do with our released time and energy. He thought that the most obvious and popular solution of the problem seemed to be the development of recreation and that in the next fifty years games, sports, hunting, fishing, travel and a long list of recreational pursuits will be brought within easy reach of more and more of the people. He believed that the engineer would have a very prominent part in providing such opportunities; that new machines and inventions would be used exclusively for recreation; that great sums would be spent under the technical direction of the engineer. Mr. Eddy recognized that the great increase in leisure has raised a problem as to how training and discipline can be provided.

A Park for Alliance, Ohio—Among the recreational facilities at Alliance, Ohio, is an eleven acre park given the city by Miss Mabel Hartzel, a teacher in the city for thirty years. The park, which adjoins Miss Hartzel's home, was opened

this year after development with WPA labor. It contains four tennis courts, four softball diamonds, a playground, and picnic sites and ovens. There is a slope on one side which is used as a coasting hill. The park is called Early Hill, an old name for the area, and it is much used.

For the Establishment of Vacation School Camps-Governor Lehman of New York State has signed two bills passed by the 1937 legislature authorizing the establishment of summer vacation school camps for children. One authorizes cities of the state acting through their legislative bodies to establish camps in spaces provided therefor in parks adjacent to the cities. "Such camps shall be used to furnish instruction, recreation and maintenance of children of school age and shall be under the jurisdiction of the Board of Education of such city." The second bill authorizes the city of New York acting through the Board of Estimate and Apportionment to establish camps in spaces provided in parks adjacent to the city under the jurisdiction and control of the State Council of Parks. The camps may be under the jurisdiction of such board or department as may be designated by the Board of Estimate.

Summer Camping in Interstate Park-Summer camping in the New York divisions of the Palisades Interstate Park of New York and New Jersey broke all records during the 1937 season in the number of persons enjoying it since camping was begun in these divisions twenty-five years ago. Figures compiled by Miss Ruby M. Jolliffe, Superintendent of the Camp Department, show that there were 80,044 persons in the group camps, including week-enders, in the ten weeks of the camping season. This was an increase of about 20 per cent over 1936. Individual campers occupying fixed tents in the area provided for them numbered about 7,000. Overnight parties in small tents, coming to the park for a Saturday night or holiday week-end only, averaged about 150 per week.

A Community Hobby Show—The San Francisco, California, Recreation Commission has announced its first community hobby show to be held November 12th to 17th at the Museum of Art. There will be no limit to the classes of exhibits, and no charge for entry of hobby or admission to the show will be made. The show is to be noncompetitive and without awards and of a purely amateur nature.

A City Council to the Rescue!—Last summer the Public Recreation Commission of Cincinnati, Ohio, conducted seventy-six playgrounds. The City Council, states Tam Deering, Director of Recreation, deserves all credit for the continuance of the playgrounds during the past seven weeks. Confronted with the longest school vacation period in decades, totaling fifteen weeks, and with the Recreation Commission unable to finance more than eight weeks, the Council voted a supplementary appropriation of \$16,000 to maintain the playgrounds throughout the entire summer.

The George Washington Monument Park-A beautiful plaza at the George Washington Monument Park, the site of which is a part of the Brooklyn approach to the Williamsburg Bridge, is the result of the work of WPA, New York City. The area surrounding the monument has been enclosed by an ornamental cast stone fence 657 feet long, inside of which has been installed a landscaped sunken garden with an ornamental spray fountain, drinking fountains, two rest pavilions, and cast stone fences. Inside the railing and between it and the sunken garden is a shrubbery area eight feet wide filled with ivy and privet. The park is just across the street from the La Guardia Playground built by CWA, also a part of the bridge plaza. This playground is already seriously overcrowded, with an average daily attendance of 16,000. The newly renovated park will help relieve the congestion, particularly where mothers with infants are concerned.

Wading Pools for Indianapolis—The American City for May 1937 reports that the City Planning Commission of Indianapolis is completing a WPA project which will give the city its twelfth wading pool. The first of the pools was built from gravel salvaged from flood prevention projects and from old pipe and fittings left over from various other city undertakings. The total cost of this pool was \$210 which represented only the cost of the cement. The pool grew so popular that a project was submitted to WPA for twelve additional pools. These pools have been so designed and constructed that they may be used as ice skating grounds during the winter.

An Annual Tree Planting Hike—The March 17th issue of *The Pedometer*, published by the American Walkers' Association, Cincinnati, Ohio, tells of the annual tree planting hike held on April

# Just Published!

# REDISCOVERING THE ADOLESCENT

By Hedley S. Dimock • This new book by the co-author of Camping and Character will provide clues for which thoughtful parents, teachers, and all workers with adolescents will be grateful. He presents here a measurement of the growth and social adjustment of 200 boys over a period of two years. Some of his findings are startlingly in conflict with "what everyone knows." Cloth, \$2.75

# CREATIVE GROUP EDUCATION

By S. R. Slavson e This important new book assumes that sound educational practice is based upon fundamental interests of personality. The author follows persistently the idea that good group work is an extension of good family life. He describes practical methods for engaging young people in creative activity and in social participation. Professor William H. Kilpatrick, Teachers College, Columbia University, comments: "A real book written by a man of actual experience and excellent insight. Not only is the discussion good, but the book is easy to read. . . . I am glad to commend it cordially."

Cioth, \$2.50

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New York

4th, when by agreement with the Park Board, the American Walkers' Association planted two trees in Mount Airy Forest. Last year more than 1,000 hikers turned out for this event and formed a parade, the school band furnishing music and at the head a police escort. The Park Board furnished speakers, and the Mayor used a silver spade to plant two birch trees. This was followed by a picnic supper.

A Recreation Training Course—From January 3 to 31, 1938, the School of Education of New York University will conduct a short course for recreation superintendents to consider some of the problems fundamental to the recreation movement of America. Further information may be secured from Dr. Jay B. Nash, New York University, Washington Square, New York City.

Has Dancing Lost Its Popularity?—At a convention of dancing teachers held in New York City, it was reported that more than 6,000,000 adults and children (about half were children) are enrolled in dancing schools. Tap dancing far exceeds all the rest. The public is spending more than \$100,000,000 yearly in dancing lessons.

Announcing ...

# The Twenty-Third Recreation Congress

 Begin now to plan for the Twenty-Third National Recreation Congress which will be held in Pittsburgh, October 3-7, 1938. The headquarters of the Congress will be the William Penn Hotel.

Further information regarding the Congress will be given through future issues of *Recreation*. Watch for announcements!

NATIONAL RECREATION ASSOCIATION

The Children's Autumn Festival — From October 30th to November 7th, WPA Federal Project No. 1, New York City, conducted what was known as the Children's Autumn Festival of Art, Music and Theater. Nine morning and afternoon performances were staged at a local theater. The programs included marionette shows, concerts, plays, dance programs, Negro music, a Tom Thumb Revue and comedy acts. There was community singing at all programs, and a permanent art exhibit was hung in the theater throughout the period of the festival.

A Womans Press Book

# THE BOOK OF FESTIVALS

Dorothy Gladys Spicer Foreword by Dr. John H. Finley

A source book for community workers on the festivals and folkways of thirty-five nationalities including America.

Comprehensive and authentic data for use in the celebration of nationality holidays and holy days and the interpretation of cultural backgrounds.

THE WOMANS PRESS

600 Lexington Avenue New York, N. Y. \$3

# The Children's Recreation School

(Continued from page 467)

School for a profit, there is usually a good-sized surplus that is turned into the general Summer Session fund.

In addition to many boys and girls from Berkeley and other bay cities who attend the Children's Recreation School, parents who are visiting from various parts of California and from other states realize the value of this recreational program and enroll their children, if there are vacancies.

# Pin-Hole Camera Clubs

(Continued from page 468)

actual cost per participant for films, chemicals and paper is around twelve cents. This allows one negative and two or three prints per person.

The Eastman Kodak Company has published several bulletins for free distribution on Elementary Photography, Pin-Hole Cameras, and Camera Club Organization, which are of great help in organizing this activity.

# The Lighted Schoolhouse

(Continued from page 470)

Many of the problems youth is facing today can be solved in a small way by giving them opportunities to meet, play and study in an ideal environment. The schoolhouse can be made such a place. In many cities in the United States school boards and civic recreation departments operate community centers as part of their program. This enables the leisure time of many public and high school graduates, as well as adults, to be purposeful rather than aimless. The feeling that one is slipping into insecurity will sap self-confidence, self-respect and ambition. The time that often elapses after graduation until the securing of employment might be salvaged by keeping young people mentally alive and occupied. The use of school buildings as community centers will help in making this time count for the development of youth.

# The Influence of Rosemount Center Spreads

The news of Rosemount Center has spread far and wide. Halifax, Hamilton, Ottawa, Regina

and Vancouver have written for information regarding the setting up of similar centers. Ottawa has followed Montreal's lead and now operates a very successful center in the Wellington Street School. 19,571 people attended the Rosemount Center last year, and with backing like this members feel that there is no limit to what can be done!

The success of Montreal's experiment is in no small measure due to its director, Miss Sybil Ross. In her philosophy probably lies the secret of its success: "Give people an opportunity to visit and play together, to help plan and direct their sparetime hobbies together, and you create a better community in which to live."

# The Barn Dance Returns!

(Continued from page 476)

Parties — Musical Mixers and Simple Square
Dances. National Recreation Association......\$ .50
There are eight square dances in this collection
with calls, music and steps. The musical mixers
may be used at a barn party, too.

The Play-Party in Indiana by Leah J. Walford....\$1.00 Published by the Historical Bureau, 140 N. Senate Avenue, Indianapolis, Indiana. An excellent collection of authentic folk songs and games (many really simple dances) usable for adults or children in social recreation and game programs.

# SAFETY FOR Supervised Playgrounds

Just off the press

A 28 page pamphlet on safety in relation to playground administration and activity programs. Contains sections on physical conditions; the use of apparatus; representative safety programs; organization of patrols and safety clubs, games, handcraft activities and campaigns.

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# SAFETY EDUCATION MAGAZINE

provides material for a well-rounded safety program based on seasonal hazards. The colored posters, graded lesson outlines, plays, stories, informational articles, accident facts, patrol news items and other features are prepared by school people who are experts in the field of safety teaching.

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# EDUCATION DIVISION NATIONAL SAFETY COUNCIL

One Park Avenue New York, N. Y.



The Square Dance—A Social Recreation Aid.
G. H. Harrison ......\$

In the September, 1937 issue of RECREATION.
Seven square dances with calls, directions, diagrams and suggestions for music. These are very good.

# Hiking in Chicago

(Continued from page 478)

hiker, Edward Payson Weston, but we can make pleasure trips as far as our strength permits and thus improve our chance of longevity.

Walk in the city or on the land. Perhaps you prefer the parks or the deep woods of some preserve. It matters not where you go; trod on, chin up, in the sunshine or rain.

Thoreau walked alone. His observations of nature are unsurpassed. His trips are quoted from "Walden," in which he says: "Sometimes I rambled to pine groves, standing like temples, or like fleets at sea, full-rigged, with wavy boughs and rippling with light, so soft and green and shady that the druids would have forsaken their oaks to worship them. Instead of calling on some scholar, I paid many a visit to particular trees, of kinds which are rare in this neighborhood, standing far away in the middle of some pasture, or in the depths of a wood or swamp, or on a hilltop, such as the beech which has so neat a bole and beautifully lichen-painted, perfect in all its details."

Thirteen years ago, J. Otis Swift, nature writer on the old New York World, casually invited his readers to join him on a hike to near-by Yonkers. From this short ramble has developed the Yosian Brotherhood (named after the leader who was

christened Josiah). Today, the Yosians have fifty sub-groups which have given recreation and enjoyment of trips to 110,000 hikers. These groups have no dues. Initiation consists simply in showing up some Sunday morning at one of the meeting points announced in the newspapers.

The type of club that has a regular schedule, regular membership and paid leadership under a recreation department is more stable, and it is always someone's business to continue in fair or foul weather.

# Socializing a Social Game

(Continued from page 481)

that are favorable for them to continue in these activities. Today, as schools are becoming more life-like and young men and women are going out equipped to play reasonably well in a variety of social games, they will demand greater opportunities to continue in these activities. With more chances for whole families to enjoy leisure, it becomes increasingly important for communities to remedy the lack of adequate social programs in community life. The ideal today is to make a greater number of social games more accessible to a majority of people, in order to help them attain the maximum in health, happiness, and vitality.

# The Outlook for Social Games

The achievements of science have increased the chances that man will be able to enjoy life a greater number of years. Safety devices and various uses of knowledge have been developed to guard his life; man wears protective armour against many dread diseases; techniques are known to save his life; to a certain extent life today can be bought. But although science is modern man's greatest friend, yet it can readily prove to be the extinguisher of man unless man learns the science of human relations. One of the best ways to learn to love your neighbor as yourself is to learn to play with your neighbor. What is needed today is the opportunity to get more socializing qualities into social games and to get more socializing qualities out of them. A nation's greatest heritage and proudest ability should be that its people know how to play together-all together. Man has spent much of his genius in turning himself out of employment; some of the genius could well be utilized for his social development, to the ultimate betterment of the human race.

# Felix M. Warburg

Felix M. Warburg, who died in New York on October 20, 1937, was the first chairman of the Finance Committee of the National Recreation Association, then known as the Playground Association of America. He contributed generously to the work of the Association. He was a friend of Joseph Lee, for so many years president of the Association, was associated with Joseph Lee on certain Harvard University educational undertakings. Mr. Warburg was one of the pioneers of the play movement in New York City, helping Lillian D. Wald of Henry Street Settlement in providing open-air playgrounds for children in crowded tenement districts.

# The Future of Municipal Recreation

(Continued from page 483)

terests — music, art, dramatics, handcraft, athletics, team games, group games, clubs. Clubs of young people train for good citizenship, respect for authority, loyalty, obedience to the law. Competitions of all kinds, whether they be Barber Shop Quartet, Hill Billy, dancing or athletic contests arouse interest and enthusiasm and satisfy the desire of the child and adult to compete with his friend in wholesome, recreational activities. I also see an awakening on the part of school principals to use adjoining streets, parks, swimming pools, for their physical training and health education work, rather than to make use of poorly ventilated gymnasiums and school yards.

#### A Golden Age for Recreation

There will come within the next ten years, as I see it, a recreational awakening, a golden age for recreation when every neighborhood will demand facilities, when every city will try to develop its water front for recreational purposes, when every school building will be open until 10 P. M., when philanthropic foundations will provide funds for concerts, music and art, when appointments in the recreational department - yes, from the lowest position to the highest-will depend upon merit, upon the fitness of the applicant for recreation, and will not be influenced by politicians or selfseeking individuals. The twin problems of play and leisure gradually will be met and solved. The opening of additional community activities will result in fewer street accidents, less juvenile delinguency, happier children and adults, the better

# Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

# MAGAZINES

Parents' Magazine. October 1937 Family Fun, by Elizabeth King

Childhood Education, September 1937

The Elementary School of Tomorrow, by N. L.

Engelhardt
Old Rags! Old Paper! Old Cans for School,

by Miriam Kallen

Child Life, October 1937

A Hallowe'en Party, by Helen Hamilton

The Journal of Health and Physical Education, October 1937

Festivals in the School Program, by Margaret H. McGinty

The Nation's Schools, August 1937
Youth Hostels: America, by Justin Cline
Let's Make Activities Active, by Irene Murray
Lansing

The Catholic School Journal, October 1937 Marionettes in the Schools, by Sister Bernard Coleman

Leisure, October 1937

Strip Confetti—A Colorful Craft, by Robert E. Dodds
A Party in the Old General Store,
by Clifford Parcher

Home-Made Magic, by Wilton S. Clements
Group Program Building, by Walter L. Stone
Let's Have a Hallowe'en Celebration,
by Elaine MacIntyre

Broomstick Fun and Games for the Party,

by Alice Crowell Hoffman

National Parent-Teacher, October 1937

Hallowe'en—The Father's Problem,
by Dr. J. W. F. Davies

American Childhood, November 1937 Spun Paper Pottery, by Erna Sonne We Made a Toyery, by J. M. Harris Creating from Discarded Materials, by Harry W. Blodgett

The Camping Magazine, October 1937
Creative Art in Every Camp Activity,
by Harold Haydon
Let's Get Back to Campcraft, by Eugenia Parker
Child Study, October 1937

The Family Camp, by Ernest G. Osborne

#### **PAMPHLETS**

The English Folk Dance Society-Fall Program

Modern Trends in Physical Education,
by Marguerite A. Vienne
Book Store, Louisiana State University, Baton
Rouge, La. \$.50.

Fifty-fourth Annual Report of the Board of Park Commissioners—Minneapolis, Minnesota 1936

Report of the Oakland Recreation Department 1936-37

The Silver Aisle—The Appalachian Trail in Maine
Published by the Maine Appalachian Trail Club,
Augusta, Maine

Bibliography of Reports by State and Regional Planning Organizations
National Resources Committee, Washington, D. C.

Second Annual Report, Chicago Park District, 1936

# It's New . . . It's Different •



THE MAGAZINE FOR THE ELEMENTARY TEACHER OF TODAY

The only monthly magazine devoted to creative activity material and ideas for classroom work. Each issue offers creative project material that may be correlated with regular studies. Size 9x12 inches. See this magazine! Introductory offer, one-year subscription, 10 issues, \$2.00, regular price \$2.50. Three years for \$4.00, a saving of \$3.50! Send in your subscription today!

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Make all checks, money orders, etc., payable to Earl K. Collins use of leisure time and, therefore, better citizenship. Leisure time will be filled with activity which will bring to the individual joy, happiness, health and knowledge. Our citizens will join a club, get a new hobby, learn to play, meet their neighbors and make new friends.

Leisure will show a profit.

# Summer Honor Reading

(Continued from page 486)

Long Ago and Now

Aulaire, d'. Conquest of the Atlantic.

Blaisdell. Log cabin days.

Borton. Our little Aztec cousin of long ago.

Buck. Stories of early Minnesota.

Faris. Real stories from our history.

Life of the pioneers, the development of the West and the growth of our country.

Haaren and Poland. Famous men of Rome.

Heal. How the world began.

Heard and King. Stories of American pioneers.

Hill. On the trail of Grant and Lee.

Hodgdon. Enchanted past.

Olcott. Wonder tales from China seas.

Tappan. Story of the Greek people.

Tietjens. Boy of the desert.

# Stories

Austin. The basket woman.

Indian stories of the California desert.

Carr. Children of the covered wagon.
A story of the old Oregon trail.

Carroll. Alice's adventures in Wonderland.

Coatsworth. Knock at the door.

Darby. Skip-come-a-Lou.

Doone. Nuvat, the brave.

An Eskimo Robinson Crusoe.

Duncan. Adventures of Billy Topsail.

Field. Hitty, her first hundred years. Newbery prize book 1930.

Grahame. Wind in the willows.

A charming fairy tale of a rat, mole, toad, and badger, and their adventures on the road.

Kästner. Emil and the detectives.

Kipling. Jungle book.

Lagerlöf. The wonderful adventures of Nils.

A mischievous boy who is turned into an elf rides away on the back of a goose and has real adventures.

Lofting. Story of Dr. Doolittle.

Macdonald. At the back of the North wind.

Meigs. Wind in the chimney.

Patri. Pinocchio in America.

Pyle, Wonder clock.

A wonder tale for each hour of the day.

Schultz. Sinopah, the Indian boy.

Swift. Gulliver's travels.

Mr. Gulliver tells of his shipwreck at sea, his strange adventures among the dwarfs and his encounter with the giants.

Willsie and Swartman. Ship's monkey.

A humorous story of Chalu, the monkey from Sumatra, who proved to be a real mascot.

Young. The wonder smith and his son.

# The Procedure

When a child has finished reading his chosen book he makes a short written report to his nearest branch library. After he has completed four of the required six books his name goes on the honor roll with a star for each book read and reported upon. When he has finished the six books he is given a large gold star.

When school opens in September each child who has read six books is given a certificate. Three of these certificates entitle the holder to one large certificate. The awarding of the certificates is usually made an important event.

# Results Secured

Through the plan followed in Minneapolis the child learns how to use his public library and cultivates a taste for the right kind of reading. Last summer Minneapolis children read over 11,000 books from the selected lists.

The plan involves considerable additional work for librarians and teachers, but the results secured justify the effort.

# Some Sports and Their Development

(Continued from page 489)

style of play to add to the game, which though old, is still in its infancy, and which, though the sport of royalty in the past, has now become the great hobby of all sports-loving people.

# A New Community Center for Negro Citizens

(Continued from page 494)

the beginning of the fall activities program. Today every available period between the hours of 10 A. M. and 10 P. M. is used for hobbies, handcraft, music, physical, social, dramatic and educational activities. Committee and club meetings, civic gatherings and citizenship classes, as well as programs of a musical and dramatic nature, are held at the center.

Special events include monthly community nights, a choir festival, a public school sing,



# Christmas Seals

They protect your home from Tuberculosis

HE penny Christmas seal this year depicts a jolly and colorful town crier. Garbed in his warm caped cloak of brown and his three cornered hat, he brings to mind one of the most popular and ancient characters of many landsthe man who went from house to house in the small towns and villages to warn of dangers, spread the news and protect the householders. It is pleasant to recall the good old customs of our forefathers. In buying and using our Christmas seals on holiday letters and packages we may know that this friendly town crier was chosen for its subject to symbolize protection of our homes from tuberculosis. The house in the background on the seal stands for all homes, and the sturdy old town crier is ringing in health for 1938.

By purchasing Christmas seals you are helping to stamp out tuberculosis.

checker tournaments, community music recitals and lectures by outstanding speakers. Badminton, checkers, ping pong, handball, dominoes, and jig-saw puzzles are to be found on the program. Recreation clubs for professional workers, girls' clubs, men's clubs, a mothers' chorus, a community glee club, sewing, woodwork and flower making classes, indoor baseball, volley ball and games are all proving popular. Of special interest is the kindergarten held daily at the center between the hours of nine and twelve. All children under school age are invited to attend and participate in singing, games, dramatic and handcraft activities.

# Special Announcement

# Character Magazine National Parent Teacher Magazine

can now be had at the club rate of

\$200 Per Year

With Character Magazine filling a very great need among teachers and parents through its stimulating articles on character development in the home, school and community—

With NATIONAL PARENT TEACHER MAGAZINE the house organ of the great Parent Teacher Association—the greatest folk movement of our time—

You have a combination of valuable resource material at such a low rate you simply cannot afford to ignore it.

Take advantage of this opportunity NOW by filling in the order blank below and mailing to us with your remittance.

# CHARACTER MAGAZINE, 5732 Harper Ave., Chicago, III.

Kindly enter my subscription to Character Magazine and National Parent Teacher Magazine each for one year at the club rate of \$2.00.

Remittance enclosed.

Name	
Position	*************************
Address	
City	State

Twenty volunteer workers—church workers, teachers and school and college students—are carrying on the program of activities under the guidance of the regular staff workers, including the director, two assistants in women's programs and in musical activities, and three NYA workers.

# Organizations at the Center

Many organizations have sprung into existence at the new center, including the Community Center Council, the Inter-Club Council, a leadership corps, community music, drama and athletic associations, and the Negro Recreation Service. Through this service literature and leaders are provided, and social, civic, church and educational institutions needing assistance in their problems are given help. Among the organizations with which the service works are schools, churches, Sunday Schools, colleges, Boy Scouts and Girl Scouts, Y.M.C.A., hospitals and nurses' homes. All of these institutions are working with the center to improve the quality of recreation for the Negro citizens of Greensboro.

With the recent appointment of a full-time director of recreation for Negroes, the Greensboro Recreation Commission has taken steps to meet adequately the need for a city-wide recreation program for the colored people of the community.

# A Small Community Achieves Its Goal!

(Continued from page 497)

The center is open from 7:00 to 11:00 P.M. six days a week. The program includes athletics, dramatics, music discussion and study groups, crafts, photography, dancing and parties to include all ages. If the center proves a success the voters will in all probability maintain it with a larger budget. A trained director has been appointed and everything points to the success of the program.

# You Asked for It!

(Continued from page 498)

A pamphlet issued by the National Recreation Association entitled "Surfacing Playground Areas" discusses the various surfaces which are in use and their comparative merits. For a number of the different kinds of surfaces used for tennis courts detailed specifications are given. Copies of the pamphlet are available for 50 cents.

# New Publications in the Leisure Time Field

# Handicrafts of the Southern Highlands

By Allen H. Eaton. Russell Sage Foundation, New York.

FOR MANY YEARS Mr. Eaton has been assembling material on handicrafts in the Southern Highland District and the information brought together in this fascinating volume ranges from his early impressions of this mountain handicraft to later personal knowledge of individuals, families and environment and intensive field work which has included examination of local materials, processes, products and markets. Data has been gathered from handicraft centers and similar sources of information. The main body of the volume deals almost entirely with the handicrafts of the area. Part 3 under the title "The Rural Handicraft Movement and the Wider Use of Handicrafts" treats of the handicraft movement in rural America and their potentialities in the fields of adult education and of recreation. The book is beautifully illustrated. There are 112 full page illustrations, eight of them in color and the remainder in photogravure, including 58 photographs of mountain life and workers in the handicrafts made especially for the book by Doris Ulmann. The volume includes a carefully selected bibliography.

# How to Make Electric Toys

By Raymond F. Yates. D. Appleton-Century Company, New York. \$2.00.

Dealing with a new phase of toy making, the author opens up to the young explorer an exciting world of adventure in electricity. Mr. Yates concentrates on the simpler aspects of the science so that even those with little knowledge of electricity will have no trouble performing the experiments and making the toys and gadgets described. The book is an introduction to the wonders of electricity and is as entertaining as it is instructive.

# Research Memorandum on Recreation in the Depression

By Jesse F. Steiner. Social Science Research Council, 230 Park Avenue, New York. \$1.00.

This bulletin is one of a series of thirteen studies in the social aspects of the depression sponsored by the Social Science Research Council to stimulate the study of depression effects on various social institutions. Dr. Steiner, who is the author of Americans at Play, has treated his subject under the following headings: Recreational Research: Problems, Trends, Sources; the Recent Expansion of Leisure; the Changing Tides of Recreation; Recreational Facilities Under Governmental Auspices; Community Organization for Leisure; Recreation As a Business Enterprise, and Recreation Faces the Future, Dr. Steiner emphasizes the importance of recreation in present-day society and urges a wide variety of studies which will contribute more or less directly to a better knowledge of the whole recreation situation. He

warns, however, that the problem cannot be solved by a simple presentation of arrays of facts and further suggests that solutions of problems can never be final "since they arise out of the never-ending process of adjustment to changing conditions." Recreation workers will be very much interested in checking Dr. Steiner's observations on developments in the recreation field during the past few years with their own experiences.

Information regarding the remaining twelve volumes of the series may be secured from the Social Science Research Council. The price of each bulletin is \$1.00. The entire set may be secured for \$10.00.

# Sing

Compiled and edited by David Stevens and Peter W. Dykema, C. C. Birchard and Company, Boston. \$25.

MORE THAN 150 favorite standard and popular numbers, complete with music and all necessary accompaniments, have been brought together in this song book for school, home and community singing. Special features include a Gilbert and Sullivan section, a large list of the less familiar Stephen Foster melodies, and a number of modern part songs never before available in an inexpensive collection.

# 1001 Christmas Facts and Fancies

By Alfred Carl Hottes. A. T. De La Mare Company, Inc., New York. \$2.50.

HERE IS A delightful book prepared with the object of including all interesting Christmas material not already published in available form. There is "The Story of Christmas" with legends galore and "Old Wives' Tales." There are suggestions for decorating the home and the Christmas tree, for Christmas music and for making cards. There is information on "foods around the world," and finally there is a chapter telling how countries around the world celebrate Christmas. The book is delightfully illustrated with more than 100 drawings by Lindsay L. Field.

# The Nature Guide

Edited by Agnes Kelly Saunders. Commissioners of the Palisades Park, 141 Worth Street, New York City. \$1.50.

This New Nature guide for campers in the Harriman section of the Palisades Interstate Park of New York and New Jersey is announced as a primer of fundamental natural history facts and principles. All of the contributors to the guide have been directors or assistant directors in the regional museums conducted for a number of years. Their contributions cover astronomy, insects, birds, plant life, rocks and minerals, mammals and fish, and similar subjects. The final chapter of the book is devoted to a statement of the requirements for museum emblems of the Interstate Park established by Miss Ruby Jolliffe, Superintendent of the Camp Department.

Childhood: The Beginning Years and Beyond.

Edited by the Association for Childhood Education.

Houghton Mifflin Company, Boston.

A notable contribution to the literature on childhood has been made in this series of five books sponsored by the Association for Childhood Education and prepared by outstanding authorities. Volume 1—Health: Physical, Mental, and Emotional, was written by Richard M. Smith and Douglas A. Thom. Volume 2—Play: The Child's Response to Life, is the contribution of Rose Alschuler and Christine Heinig. Beautifully illustrated, this volume will make a strong appeal to every recreation worker as well as to parents and teachers. The topics worker as well as to parents and teachers. discussed include toys, indoor and outdoor play, birthday parties, diversions for the sick child, and pets. Activities are grouped according to the child's age and stage of development. There are useful working drawings of indoor and outdoor equipment, and simple pleasures which the entire family can enjoy together are attractively described. The third volume-Nature: The Child Goes Forth, by Bertha Stevens brings to the subject of nature lore an unusually interesting approach. Some especially beautiful photographs make this book outstanding. ume 4—Stories and Verse, compiled by Mary Lincoln Morse in collaboration with a number of experts in the field of children's reading; contains tales that are new, tales that are old, and verse both old and new. It comprises a fascinating selection of children's literature with some helpful hints to the story-teller. Volume 5—Songs from Many Lands, compiled by Thomas W. Surette with musical arrangements by Kathleen Uhler, contains seventy-five songs for everyday singing in the home.

The entire set of five volumes is available for \$19.50,

with discounts offered schools, libraries, parent-teacher associations and similar groups. All volumes except the first may be bought separately in quantities of five copies

or multiples thereof.

#### Appraising the Elementary-School Program-Sixteenth Yearbook.

National Education Association, Washington, D. C.

Earlier yearbooks have described specific school activities, administrative and supervisory policies, curriculum practices, and methods of teaching. This book deals with the appraisal of these elements in the school and is primarily a collection of principles, techniques and devices which have been used or proposed for evaluating the program in individual schools or school systems. "How is your school attaining the desirable objectives of elementary education in a democracy?" "What are these objectives?" "How shall we determine the degree to which we are attaining them?" These are some of the questions which this yearbook helps answer.

#### Negro Songs of Protest.

Collection by Lawrence Gellert. Carl Fischer, Inc.,

New York. \$1.00.

This interesting compilation of songs published under the sponsorship of the American Music League, 156 Fifth Avenue, New York City, has been collected from plantations, chain gangs and lumber camps. Reflecting as they do the daily round of life in the Black Belt, they are, aside from their musical and literary worth, human docu-ments embodying the living voice of the otherwise inarticulate resentment against injustice.

#### Tricks, Toys, and Tim.

By Kreigh Collins. D. Appleton-Century Company,

New York. \$2.00.

There are three sections in this intriguing book - A Number of Things to Make; Magic, and the Time Ma-chine. The first section describes a number of things any boy can make, such as a Gloucester fishing schooner, a fort, a sled ice boat and a gnome show. The second sec-

tion is devoted to magic and includes full directions for making the necessary apparatus and performing a number of startling feats. In the third section a lively and resourceful boy named Tim transports himself into the past and has a number of fascinating adventures.

#### Safety Through the Year-For Upper Grades.

By Florence Nelson, Olis G. Jamison and Raymond E. Sparks. McGraw-Hill Book Company, Incor-

porated, New York. \$.48.

This textbook continues the series begun in Safety Through the Year for Intermediate Grades though it in no way duplicates the material in the first volume. present book is made up of nine units, sufficient work for a complete course for one year. Each unit is complete in itself and sufficiently comprehensive to be used independently of other material. The teacher will find in addition to the factual material a variety of activities designed to direct the pupil's attention to the safety problem in his own community. Local happenings may be made an important part of the course and the cooperation of interested citizens solicited. The book contains many sug-gestions for written work of all kinds, including stories, poems, articles and debates.

The Teaching of Swimming, Diving and Water Sports.

By Ferd John Lipovetz. Burgess Publishing Com-

pany, Minneapolis, Minnesota. \$2.75.
The material in this mimeographed illustrated book of practically 150 pages has been divided into five sections: A—General Theory and Practice; B—The Teaching of Swimming; C—Diving; D—Water Sports, and E—the Appendix containing information regarding swimming tests, life saving efficiency records and records of various kinds, and similar material. It is a compendium of useful and practical information which should have value for recreation workers and physical directors.

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